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ABSTRACT

This self-evaluation report provides descriptive and evaluative information on the Associate Degree Nursing program at St. Louis Community College at Forest Park. After a brief outline of institutional information, the report describes the philosophy, purposes, and objectives of the nursing unit. The next section examines the organization and administration of the unit in nursing, focusing on the relationship between the unit and the college, financial support, personnel policies, and unit administrator qualifications and responsibilities. The qualifications and responsibilities of the nursing faculty and the rights and responsibilities of the nursing students are specified next. Following this presentation is an outline of the nursing curriculum, which includes information on the philosophy and objectives of the unit; the conceptual framework in which it operates; evaluation methods; the requirements fulfilled by the curriculum; the courses offered; the fall 1983 curriculum; the place of general education; and the Learning Experience Guide (LEG) curriculum. Finally, the report provides information on the resources, facilities, and services of the nursing program. Extensive appendices include: a faculty data summary; student profiles; the LEG curriculum; the new curriculum; information on credit by examination and advanced standing procedures; evaluation tools; information on curricular revisions; and an example of an agency contract. (HB)

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ED250019

SELF-EVALUATION
REPORT

THE ASSOCIATE DEGREE NURSING PROGRAM
ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK

Prepared for the
Council of Associate Degree Programs
of the
National League for Nursing

SPRING, 1984

JC 840 534

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Appendix A
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  Budget and Faculty Data Forms (Separate Bound)*

*Editorial Note: The second part of Appendix A, "Budget and Faculty Data Forms," has not been included.

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*Editorial Note: The first part of Appendix D, "LEGS Curriculum," has been included in this volume.

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GENERAL INFORMATION

I. **NAME, ADDRESS, AND TELEPHONE NUMBER OF CONTROLLING INSTITUTION:**

The Junior College District of St. Louis-
St. Louis County, Missouri
Administrative Center
5801 Wilson Boulevard
St. Louis, Missouri 63110
Telephone: (314) 644-9550

The District, also known as St. Louis Community College, is composed of three campuses. This campus is:

St. Louis Community College at Forest Park
5600 Oakland Avenue
St. Louis, MO 63110
Telephone: (314) 644-9100

II. **REGIONAL ASSOCIATION BY WHICH THE INSTITUTION IS ACCREDITED:**

North Central Association of Colleges and Secondary Schools

Date of last accreditation:

October, 1978

III. **NAME AND TITLE OF CHIEF ADMINISTRATIVE OFFICER OF CONTROLLING INSTITUTION:**

Dr. Richard K. Greenfield, Chancellor

Chief administrative officer of this campus

Dr. Vernon O. Crawley, President

IV. **NAME AND TITLE OF ADMINISTRATOR OF THE UNIT IN NURSING:**

Sue Meiner
Chairperson, Nursing Department
St. Louis Community College at Forest Park

V. **OFFICIAL TITLE OF STATE BOARD OF NURSING:**

Missouri State Board of Nursing

VI. TYPE AND DATE OF LAST APPROVAL BY STATE BOARD OF NURSING:

Accreditation - September, 1983

VII. ENROLLMENT DATA:

YEAR	No. Students Admitted	No. Students Graduated
S-1983/F-1983	55/75	26/32
S-1982/F-1982	57/54	9/15
S-1981/F-1981	60/58	21/25
S-1980/F-1980	56/40	24/19
S-1979/F-1979	44/46	22/22
S-1978/F-1978	47/65	17/37
S-1977/F-1977	45/54	44/37
S-1976/F-1976	55/47	39/34

Total Number of Students Graduated 423

Total Number of Graduates Licensed 356*

Estimated Attrition Rate 52%

*Based on first state board examination following graduation-retest scores were not included.

PROJECTED NUMBER OF STUDENTS ENROLLED
As of date of site visit

1st Semester 75

2nd Semester 65

3rd Semester 45

4th Semester 50

Projected total number enrolled as of date of site visit 235

Students are admitted two times per year.

PHILOSOPHY, PURPOSES AND OBJECTIVES

1. THE STATEMENT OF THE PHILOSOPHY OF THE UNIT IN NURSING IS CONSISTENT WITH THE MISSION STATEMENT OF THE PARENT INSTITUTION

St. Louis Community College recognizes the dignity and worth of all human beings and believes that postsecondary education should be available to all who can benefit from it. The College further believes that education should be a rewarding experience offered in an environment that fosters the growth and well-being of all members of the community it serves.

Therefore, St. Louis Community College accepts a responsibility for developing and maintaining appropriate educational programs and supportive services responsive to the needs of persons beyond high school age and of the community it serves. To meet these needs, the College will offer accessible, high-quality, educational programs and services including developmental courses, college transfer, career, and general education courses and curricula through the associate degree. In addition, the College will provide a comprehensive program of student and community services and continuing education. The College will seek to achieve this mission within the limits of its legal and fiscal capabilities. (Catalog, p.6)

2. THE PHILOSOPHY, PURPOSES, AND OBJECTIVES OF THE UNIT IN NURSING ARE DEVELOPED BY THE NURSING FACULTY AND ARE IN WRITING. THESE STATEMENTS OF BELIEF INCLUDE:

a) concept of nursing
b) concept of nursing education
c) rationale or justification of the teaching/learning process
d) role of the associate degree graduate within the scope of nursing practice

PHILOSOPHY

The nursing faculty believe that:

> Each person is an integrated biological, intellectual, and social being whose dynamic existence is directed toward meeting physiological and psychosocial needs. The sequence of human development and life experiences is incorporated to form, in part, individual uniqueness. Each person is continually engaged in the process of adaptation to maintain equilibrium along the health-illness continuum.
>
> Health and well-being involve continuous adaptation, and there is no specific point at which health ends and illness begins. Inadequate adaptation, at any point, may eventually result in illness wherein the person is unable to meet physiological or psychosocial needs. When adaptation fails completely and irreversible damage occurs, death results.
>
> Nursing involves sequences of differentiated mental and physical functions, ranging from basic nursing theory and skills to complex interrelated theory and skills. These functions are accomplished within the framework of the nursing process. Because of this, increasing levels of application of knowledge and judgement are required. Nursing assists individuals and groups in the maintenance of health, restoration to health, adaptation to long term illness, and provision for comfort when return to health is no longer possible.

Nursing education is most effective when the curriculum includes an approximately equal distribution of collegiate courses in general education and nursing. Associate degree nursing education is the essential base for technical practice in nursing. Nursing education in an associate degree program prepares the graduate to provide safe care to clients with common health problems having standardized nursing interventions. Education is the result of teaching-learning situations based on stated objectives, which is measured by an observable change of behavior over a period of time. Both teacher and learner share the responsibility of education by elevating and communicating learning needs. The teaching-learning process by which an individual maximizes his potential is based on theoretical and laboratory experiences which allow for the internalization of knowledge, skills and attitudes. Learning is influenced by the total environment of the learner. Learning is an ongoing process that includes evaluation based on stated objectives. The learning process is facilitated by providing opportunities for repeated application of knowledge and by positive reinforcement.

We define the technical nurse as a registered nurse with an Associate in Applied Science Degree in Nursing. The associate degree nurse will carry out nursing interventions for individuals or groups with commonly recurring health problems in structured nursing service settings. Practice occurs within the hierarchy of the organization which enables the associate degree nurse to function as a member of the health team with nurses who have further preparation in nursing practice, and to monitor and direct those with less preparation.

PURPOSE

The Nursing Program is designed to meet the needs of qualified persons who desire to become registered nurses within a community college setting. The purpose of the nursing program is to provide an opportunity for the student to prepare for nursing at the technical level. The graduate is eligible to apply to write the National Council Licensure Examination-Registered Nurse.

OBJECTIVES

Upon completion of the Associate in Applied Science Degree in Nursing, the graduate will:

-Utilize selected knowledge and skills to communicate effectively with patients, their significant others, and the health care team.

-Administer care within ethical and legal boundaries of nursing practice.

-Demonstrate responsibility for personal and professional growth.

-Carry out modalities in ways that reflect intellectual, interpersonal, and technical skills.

-Apply concepts of growth and development when facilitating fulfillment of human needs for patients and their significant others.

-Integrate health teaching into the plan of care to meet basic needs of patients and significant others.

3. THE STATEMENT OF PHILOSOPHY IS REVIEWED PERIODICALLY AND REVISED AS NECESSARY.

The statement of philosophy, purposes, and objectives is reviewed and revised as necessary.

The original statements were written during the Fall of 1965. These statements have been revised by nursing faculty as listed.

February, 1968
August, 1970
January, 1971
September, 1973
September, 1974
May, 1975
May, 1977
November, 1979
August, 1980
January, 1982
March, 1983

The last revision was made in January, 1984.

ORGANIZATION AND ADMINISTRATION

St. Louis Community College is governed by a Board of Trustees elected by voters in subdistricts and administered by the District Chancellor. The College is composed of an Administrative Center and three campuses (Chart #1.) Definitions of terms frequently used to describe the overall College organization and structure are as follows:

The Junior College District of St. Louis-St. Louis County, Missouri-the legal name for the educational district.

St. Louis Community College-refers to the three campuses and the Administrative Center; the terms District and College are used interchangeably.

College/Campus-terms used interchangeably to refer to St. Louis Community College at Forest Park.

I. THE UNIT IN NURSING IS ORGANIZED IN ACCORDANCE WITH THE STRUCTURAL PLAN OF THE PARENT INSTITUTION. THIS ORGANIZATION PROVIDES FOR:

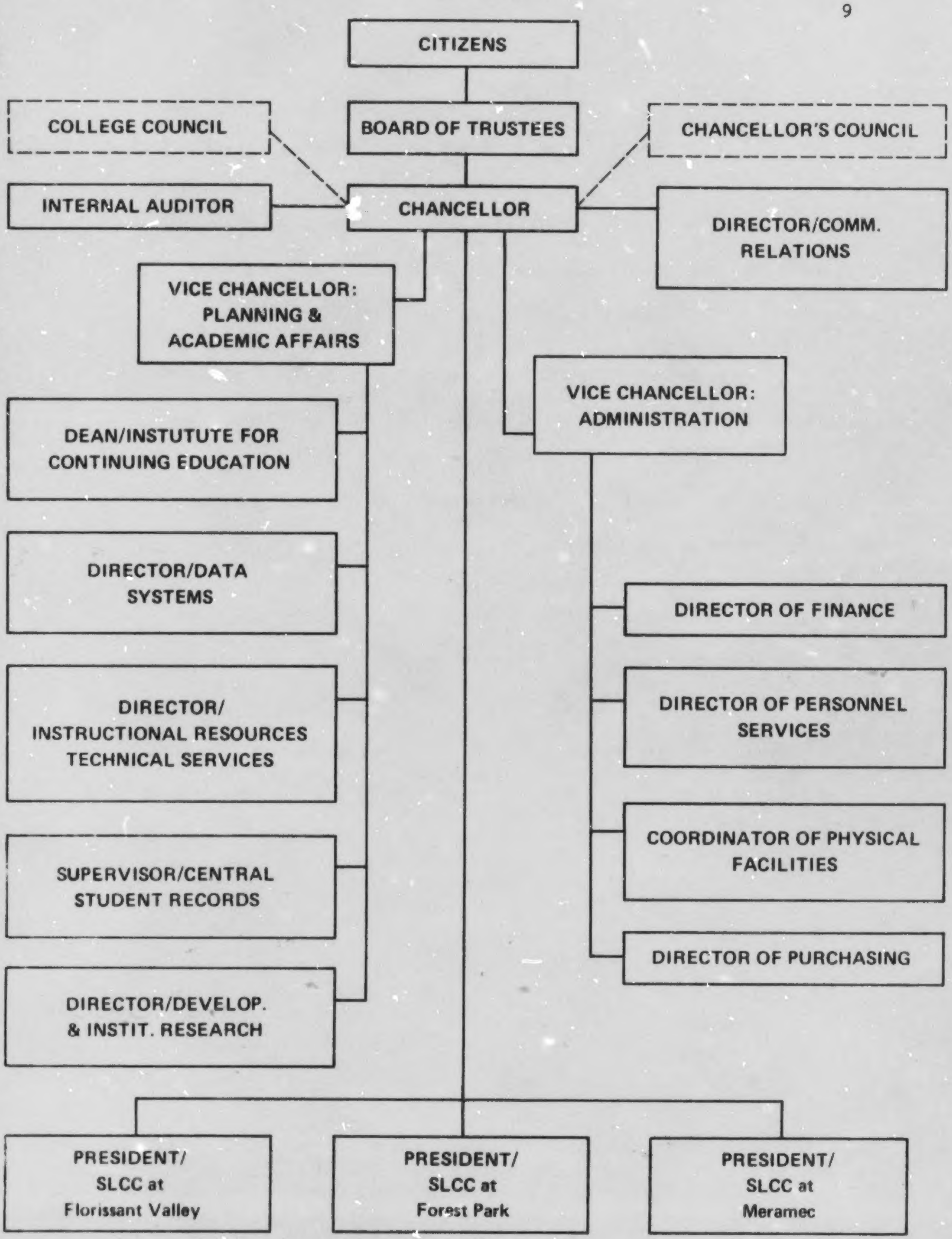
a. ADEQUATE TIME FOR THE ADMINISTRATOR OF THE UNIT IN NURSING TO CONDUCT RELEVANT DUTIES AND RESPONSIBILITIES.

The administrator of the unit in nursing is the Nursing Department Chairperson. She is granted reductions in normal instructional loads within the context of the campus allocation process.

b. RELATIONSHIP WITH CENTRAL ADMINISTRATIVE AUTHORITIES AND OTHER ACADEMIC AND SUPPORT UNITS OF THE INSTITUTION.

The unit in nursing is located within the Life Science Division. The Life Science Division is one of the five major instructional divisions on the Forest Park Campus. Forest Park campus is one of three campuses of the St. Louis Community College District.

(Chart #1)


CITIZENS
COLLEGE COUNCIL
BOARD OF TRUSTEES
CHANCELLOR'S COUNCIL
INTERNAL AUDITOR
CHANCELLOR
DIRECTOR/COMM. RELATIONS
VICE CHANCELLOR: PLANNING & ACADEMIC AFFAIRS
VICE CHANCELLOR: ADMINISTRATION
DEAN/INSTUTUTE FOR CONTINUING EDUCATION
DIRECTOR/DATA SYSTEMS
DIRECTOR/ INSTRUCTIONAL RESOURCES TECHNICAL SERVICES
SUPERVISOR/CENTRAL STUDENT RECORDS
DIRECTOR/DEVELOP. & INSTIT. RESEARCH
DIRECTOR OF FINANCE
DIRECTOR OF PERSONNEL SERVICES
COORDINATOR OF PHYSICAL FACILITIES
DIRECTOR OF PURCHASING
PRESIDENT/ SLCC at Florissant Valley
PRESIDENT/ SLCC at Forest Park
PRESIDENT/ SLCC at Meramec

The Nursing Department Chairperson is responsible to the Associate Dean of the Life Science Division (Chart #2). The Associate Dean of this division is responsible to the campus Dean of Instruction, who in turn, is responsible to the campus President (Chart #3). Formal channels are maintained with the Chancellor, the Administrative Center, and the other two campuses through the offices of the campus President and Dean of Instruction.

The Chairperson maintains close working relationships with the Office of Student Services through Admissions, Counseling, Financial Aid, Placement, Student and Alumni Activities, and Veteran Affairs. A working relationship is also maintained with other support units on the campus such as the Registrar, the Learning Achievement Center, and the Office of Student Health Services.

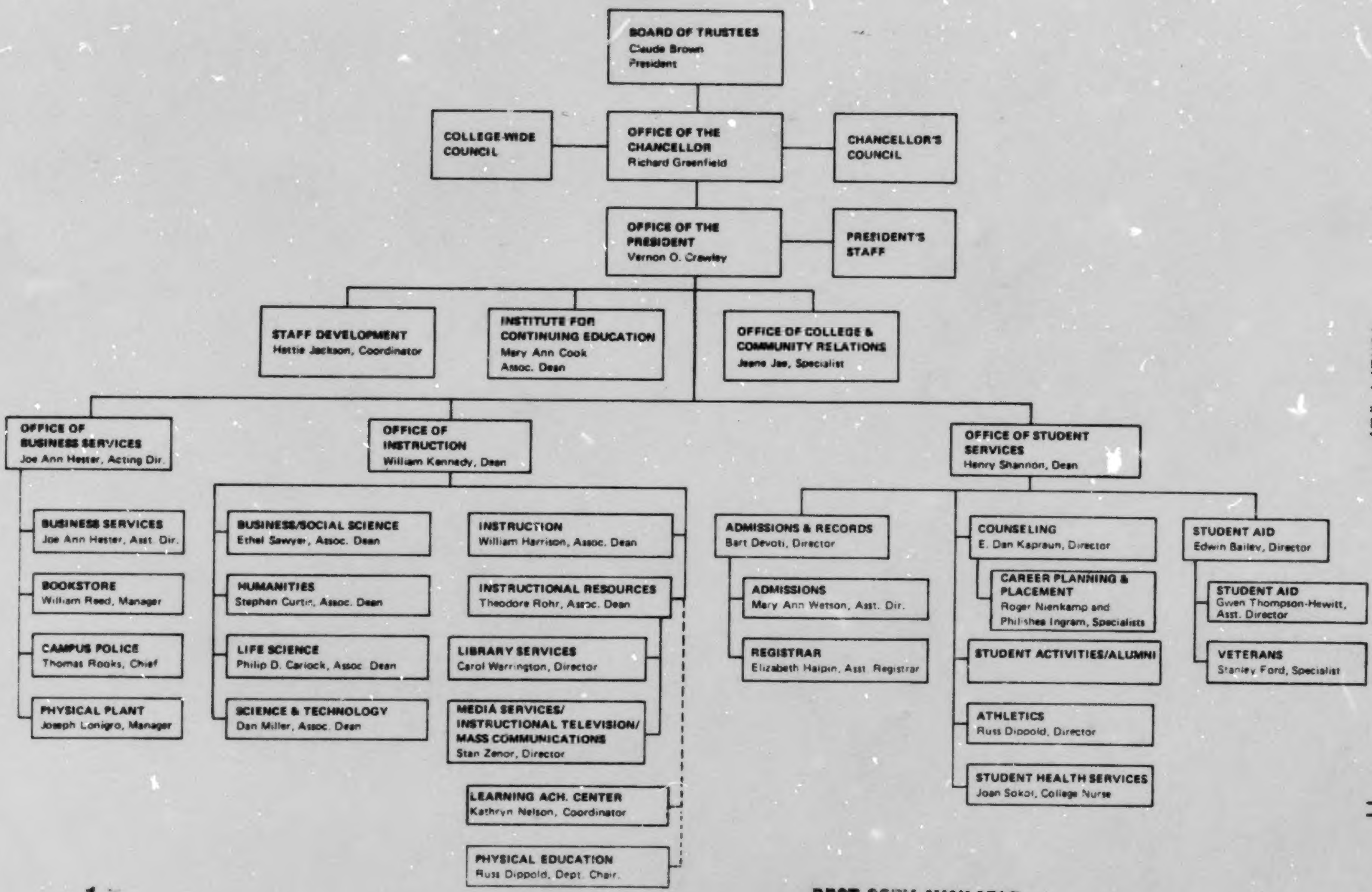
c. FACULTY REPRESENTATION ON CENTRAL COUNCILS AND COMMITTEES.

The Nursing Department has been consistently well represented by faculty willing to serve on division, campus, and college committees. Committee members are either elected by their peers or appointed by the Associate Dean or campus President. Some of these committees include:

College Wide Council
Sabattical leave
Promotion
Graduation
Released and Extended Time Projects

St. Louis Community College
at Forest Park

ADMINISTRATIVE ORGANIZATION
(as of 5/1/84)


BOARD OF TRUSTEES
Claude Brown
President
COLLEGE-WIDE COUNCIL
OFFICE OF THE CHANCELLOR
Richard Greenfield
CHANCELLOR'S COUNCIL
OFFICE OF THE PRESIDENT
Vernon O. Crawley
PRESIDENT'S STAFF
STAFF DEVELOPMENT
Hettie Jackson, Coordinator
INSTITUTE FOR CONTINUING EDUCATION
Mary Ann Cook
Assoc. Dean
OFFICE OF COLLEGE & COMMUNITY RELATIONS
Jeane Jae, Specialist
OFFICE OF BUSINESS SERVICES
Joe Ann Hester, Acting Dir.
BUSINESS SERVICES
Joe Ann Hester, Asst. Dir.
BOOKSTORE
William Reed, Manager
CAMPUS POLICE
Thomas Rooks, Chief
PHYSICAL PLANT
Joseph Lonigro, Manager
OFFICE OF INSTRUCTION
William Kennedy, Dean
BUSINESS/SOCIAL SCIENCE
Ethel Sawyer, Assoc. Dean
HUMANITIES
Stephen Curtis, Assoc. Dean
LIFE SCIENCE
Philip D. Carlock, Assoc. Dean
SCIENCE & TECHNOLOGY
Dan Miller, Assoc. Dean
INSTRUCTION
William Harrison, Assoc. Dean
INSTRUCTIONAL RESOURCES
Theodore Rohr, Assoc. Dean
LIBRARY SERVICES
Carol Warrington, Director
MEDIA SERVICES/ INSTRUCTIONAL TELEVISION/ MASS COMMUNICATIONS
Stan Zenor, Director
LEARNING ACH. CENTER
Kathryn Nelson, Coordinator
PHYSICAL EDUCATION
Russ Dippold, Dept. Chair.
OFFICE OF STUDENT SERVICES
Henry Shannon, Dean
ADMISSIONS & RECORDS
Bart Devoti, Director
ADMISSIONS
Mary Ann Watson, Asst. Dir.
REGISTRAR
Elizabeth Halpin, Asst. Registrar
COUNSELING
E. Dan Kapraun, Director
CAREER PLANNING & PLACEMENT
Roger Nienkamp and Philshea Ingram, Specialists
STUDENT ACTIVITIES/ALUMNI
ATHLETICS
Russ Dippold, Director
STUDENT HEALTH SERVICES
Joan Sokol, College Nurse
STUDENT AID
Edwin Bailey, Director
STUDENT AID
Gwen Thompson-Hewitt, Asst. Director
VETERANS
Stanley Ford, Specialist

(Chart #2)

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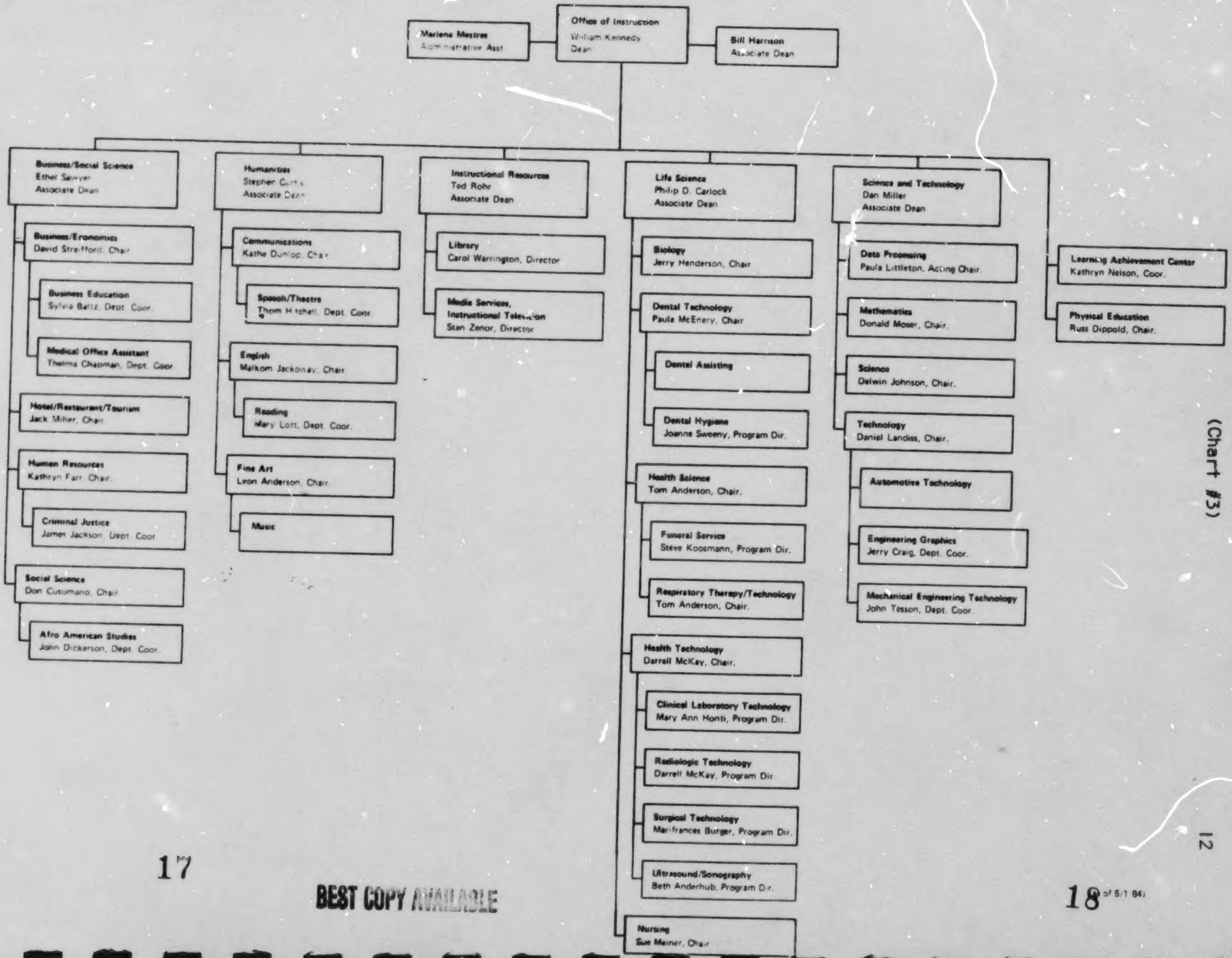
DIVISIONS AND DEPARTMENTS


Office of Instruction
William Kennedy
Dean
Marlene Mestres
Administrative Asst
Bill Harrison
Associate Dean
Business/Social Science
Ethel Sawyer
Associate Dean
Business/Economics
David Streifford, Chair
Business Education
Sylvia Baltz, Dept. Coor.
Medical Office Assistant
Thelma Chapman, Dept. Coor.
Hotel/Restaurant/Tourism
Jack Miller, Chair
Human Resources
Kathryn Farr, Chair.
Criminal Justice
James Jackson, Dept. Coor.
Social Science
Don Cusumano, Chair
Afro American Studies
John Dickerson, Dept. Coor.
Humanities
Stephen Curtis
Associate Dean
Communications
Kathe Dunlop, Chair
Speech/Theatre
Thom Hitchell, Dept. Coor.
English
Malkom Jackoway, Chair.
Reading
Mary Lott, Dept. Coor.
Fine Art
Leon Anderson, Chair.
Music
Instructional Resources
Ted Rohr
Associate Dean
Library
Carol Warrington, Director
Media Services,
Instructional Television
Stan Zenor, Director
Life Science
Philip D. Carlock
Associate Dean
Biology
Jerry Henderson, Chair
Dental Technology
Paula McEnery, Chair
Dental Assisting
Dental Hygiene
Joanne Sweeny, Program Dir.
Health Science
Tom Anderson, Chair.
Funeral Service
Steve Koosmann, Program Dir.
Respiratory Therapy/Technology
Tom Anderson, Chair.
Health Technology
Darrell McKay, Chair.
Clinical Laboratory Technology
Mary Ann Honti, Program Dir.
Radiologic Technology
Darrell McKay, Program Dir.
Surgical Technology
Mar-frances Burger, Program Dir.
Ultrasound/Sonography
Beth Anderhub, Program Dir.
Nursing
Sue Meiner, Chair
Science and Technology
Dan Miller
Associate Dean
Data Processing
Paula Littleton, Acting Chair.
Mathematics
Donald Moser, Chair.
Science
Delwin Johnson, Chair.
Technology
Daniel Landiss, Chair.
Automotive Technology
Engineering Graphics
Jerry Craig, Dept. Coor.
Mechanical Engineering Technology
John Tesson, Dept. Coor.
Learning Achievement Center
Kathryn Nelson, Coor.
Physical Education
Russ Dippold, Chair.

(Chart #3)

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(of 5/1/84)

2. THE ADMINISTRATION PROVIDES FOR FINANCIAL SUPPORT NEEDED BY THE UNIT IN NURSING TO ACHIEVE ITS STATED PURPOSES.

Money for salaries and benefits are not individually negotiated, but are determined by a District salary agreement which specifies salary ranges for each academic rank and movement within each rank. Budgeting for Department capital equipment, supplies, travel, and other expenditures are the joint responsibility of the Chairperson and Associate Dean subject to approval by the Dean of Instruction.

Information on faculty salaries, materials, supplies, capital equipment, and travel for the past three years is bound separately.

3. THE PERSONNEL POLICIES FOR FULL AND PART TIME FACULTY MEMBERS OF THE UNIT IN NURSING ARE THOSE IN EFFECT FOR OTHER FACULTY MEMBERS.

Personnel policies in effect for nursing faculty are the same as those for all other faculty with the two possible exceptions of: (1) the teaching load which is determined on a District level for selected types of teaching responsibilities that involve "special conditions" as identified in Board Policy 3A.3.2.C.;and(2) faculty teaching full-time in career programs are required by the State Department of Education to meet state vocational education certification requirements and to obtain certification as identified in Board Policy 3A.6. For additional explanations, please refer to Board Policy Manual section 3.A. and the faculty handbooks.

a. APPOINTMENT

A process of peer and administrative review within the division recommends an initial placement level. The Dean of Instruction reviews that recommendation and assigns the faculty member's appointment rank and submits to campus President for approval. The implementation of this policy will be explained in Board Policy 3A.17.1D.

According to Board Policy 1.6.5, it is the Board of Trustees that assumes exclusive responsibility for making decisions concerning appointment, compensation, retention or dismissal of all staff members after evaluating administrative recommendations.

b. ACADEMIC RANK

The College has a five step academic rank schedule. Full time faculty have the academic rank of Instructor A, Instructor B, Assistant Professor, Associate Professor, and Professor. Initial placement and advancement in rank for full time faculty is based on academic credentials and experience in the career field as stated in Board Policy 3A.17.1 and 3A.17.3.

c. EVALUATION

The College revised its procedures for evaluation of full-time faculty members. These procedures were implemented during the 1981-1982 academic year. The College will evaluate probationary faculty each year and continuing faculty once every three years.

c. EVALUATION (cont.)

Student evaluation of instruction is done for all faculty, both full and part time. However, the faculty evaluation system used since 1981 does not address evaluation of part time faculty. The college President has established a campus review system incorporating divisional peer review, campus peer and administrative review.

d. PROMOTION

Faculty members may advance on the salary schedule up to the maximum for their academic rank only upon recommendation of the campus President through the Chancellor to the Board of Trustees. Salary advancement is not automatic but is based upon satisfactory service (3A.17).

Promotion in academic rank is determined, in part, by stated eligibility requirements for each rank. Promotion to Instructor "B" or Assistant Professor is through appropriate administrative channels while promotion to rank of Associate Professor or Full Professor additionally requires recommendations from division and campus promotion committees. All promotions in rank require recommendations from the campus President and Chancellor with final approval by the Board of Trustees. Promotion is not automatically attained through length of service or by accumulation of degree and graduate credits. It must also be attained through service to the students, the campus, the College, and the community. (3A.17.2)

e. RECOGNITION OF PROFESSIONAL COMPETENCIES

A detailed statement of faculty responsibilities and workload is found in Board Policy 3A.3.

f. RIGHTS AND RESPONSIBILITIES

The College endorses the principle of academic freedom by eoncouraging its students to foster a respect for different points of view and supporting its faculty's freedom to present controversial issues in the classroom objectively.

A faculty grievance procedure is in place and fully explained in Board Policy 3A.19.

g. SALARIES

The local chapter of the National Education Association (NEA) has been given the responsibility of representing the faculty and working with College administrators toward the annual resolution of salaries and benefits. The published salary schedule indicates the minimum and maximum salary ranges for each academic rank. The appropriate eligibility requirements necessary for initial appointment or advancement are defined in Board Policy 3A.17, 3A.18.a, 3A.18.b, and 3A.18.c.)

h. TEACHING LOAD

The normal teaching load for full-time instructional faculty consists of an average of 15-16 credit hours per semester except for special conditions as identified in Board Policy 3A.3.2.C. Nursing falls under the portion of the policy stated in 3A.3.2.C.l.e.

h. TEACHING LOAD (cont.)

"In cases involving a substantial number of clinical teaching hours, such as in Nursing and Allied Health areas, where class contact hours exceed credit hours, the normal load shall consist of an average of 30 hours per week of combined teaching and/or student conference office hours."

i. TENURE

Although there is no tenure within the District, complete definitions of full-time, temporary, probationary and continuing faculty are given in Policy 3A.1 and 3A.2. Upon approval of the Board of Trustees, continuing faculty status will be granted only after completion of three years of satisfactory full-time service. Temporary faculty are not granted continuing faculty status regardless of length of service.

4. THE ADMINISTRATOR OF THE UNIT IN NURSING HAS:

a) A Master's degree with a major in nursing

b) Academic preparation for administration and/or administrative experience.

The Chairperson, Mrs. Sue Meiner, holds a Master of Science in Nursing degree and has administrative experience. (See faculty data form bound separately.)

5. THE ADMINISTRATOR OF THE UNIT IN NURSING, WITH PARTICIPATION OF THE FACULTY, HAS AUTHORITY AND RESPONSIBILITY COMPATIBLE WITH THE ADMINISTRATIVE POSITION AND THE GENERAL POLICIES OF THE INSTITUTION FOR:

a. PREPARATION AND ADMINISTRATION OF THE BUDGET.

The Associate Dean of the Life Science Division requests that the Chairperson submit the educational plan and program budget support data as a first step in budget planning for the total division. At this time, the number of faculty needed in the Nursing Department is submitted with projections for the number of sections and courses to be offered by the Department. Shortly thereafter, the Associate Dean requests the operating expenses and capital outlay items needed by the Department. Nursing faculty are asked for recommendations regarding capital equipment as well as supplies needed. The Chairperson receives a monthly print-out of the Department budget, including assets and expenditures.

b. THE SCREENING AND RECOMMENDATION OF CANDIDATES FOR FACULTY APPOINTMENT, RETENTION, AND PROMOTION.

Screening applications for faculty is done by the Chairperson and selected nursing faculty. The most qualified candidates are scheduled for an interview. Following the interview, each committee member identifies the applicant's strengths and weaknesses. Several candidates are scheduled for an appointment with the Associate Dean of the Life Science Division and the Dean of Instruction. The Associate Dean and Dean of Instruction recommend a candidate for the President's review.

b. THE SCREENING AND RECOMMENDATION OF CANDIDATES FOR FACULTY APPOINTMENT, RETENTION, AND PROMOTION. (cont.)

He may then forward the request to the Chancellor and the Board of Trustees.

Full time continuing nursing faculty are evaluated every third year by the Chairperson and the Associate Dean of the Division. Upon evidence of satisfactory service, faculty are recommended to the Dean of Instruction for retention and promotion according to the College policies. Additional information regarding promotion appears in Section 3.D. of this report.

c. CURRICULUM

The Chairperson, in collaboration with the nursing faculty, is responsible for initiating, reviewing, and recommending revision of the curriculum.

The Chairperson provides leadership for the nursing faculty to plan the purchase of instructional materials and equipment necessary to facilitate instruction, such as library books, audiovisual aids, and laboratory materials.

Major curriculum changes will be addressed by a district-wide nursing faculty committee.

6. THE ADMINISTRATOR OF THE UNIT IN NURSING IS RESPONSIBLE FOR:

a. DEVELOPING AND MAINTAINING SATISFACTORY RELATIONSHIPS WITH:

(1) THE CENTRAL ADMINISTRATION.

The Chairperson is responsible to the Associate Dean of the Life Science Division. Responsibility proceeds to the Dean of Instruction and ultimately to the College President. The Chairperson keeps the Associate Dean informed of activities within the department and freely consults with him whenever necessary for resolution of any problems. In some cases, both meet with the Dean of Instruction especially if finances or policy changes are involved.

The Associate Dean visits clinical agencies with the Chairperson whenever necessary and approves recommendations from nursing faculty for the utilization of clinical agencies.

(2) OTHER UNITS IN THE INSTITUTION.

The Chairperson of the nursing department meets with the Chairpersons from the other Allied Health programs regularly to discuss mutual problems and concerns.

Meetings are scheduled as needs arise with Chairpersons of other divisions that instruct courses related to the nursing program curriculum. She also attends meetings of the District Advisory Committee and with the Chairpersons of the nursing programs at the other two campuses of the district.

(3) OTHER AGENCIES OR INSTITUTIONS THAT PROVIDE FACILITIES.

The Chairperson, in collaboration with the nursing faculty, contacts agencies that provide clinical facilities for student learning. Meetings are held as needed to discuss mutual concerns and to initiate plans for the following year. A detailed plan of request for utilization of specific nursing divisions and departments within each agency is normally sent by the Chairperson in early summer detailing dates and experiences needed in the following academic year. Additional contacts may be initiated by the agency, Chairperson, or faculty.

Clinical agencies must be approved by the Missouri State Board of Nursing prior to utilization for educational purposes. Cooperative agreements must be signed by all schools of nursing who share an agency to insure knowledge of and cooperative planning for each school's use of each agency.

(4) COMMUNITY GROUPS.

The Chairperson is the college representative for the nursing program. Therefore, formal and informal local community contacts are numerous and include such groups as the following:

Deans and Directors, St. Louis Area Schools of Nursing which meets monthly during the academic year;

University of Missouri-St. Louis, Upper Division Baccalaureate Program in Nursing Articulation Committee;

Missouri Council of Associate Degree Nursing Programs-Secretary-Treasurer 1983-1985.

Missouri Board of Higher Education-Nursing Transfer Committee-1984.

The Chairperson, in cooperation with the other two campus Nursing Chairpersons, is responsible for recommending persons to be appointed to the College District's Nursing Advisory Committee. The Chairperson assists in planning and also attends the Advisory Committee meetings which are held at least once a year.

(5) APPROPRIATE STATE, REGIONAL, AND NATIONAL AGENCIES.

The Chairperson is responsible for reporting to and working with the Missouri State Board of Nursing to maintain compliance with the required minimum standards. This includes completing an annual report to the State Board of Nursing each year for accreditation purposes, assisting graduating students in the preparation of appliations for the Registered Nurse licensing examination each semester, providing other information as required or requested, and attending State Board meetings when necessary. A site visit including a written report and exhibits is required once every five years by the State Board of Nursing. The last such visit was in Fall, 1983. The Chairperson is designated as the Forest Park campus representative to the National League for Nursing Council of Associate Degree Programs.

(5) APPROPRIATE STATE, REGIONAL, AND NATIONAL AGENCIES. (cont.)

It is also a responsibility of the Chairperson to provide statistical data regarding students and faculty to the National League for Nursing and the Missouri Vocational Educational Survey (MoVEDS).

b. THE ADMINISTRATOR OF THE UNIT IN NURSING IS RESPONSIBLE FOR ORGANIZING AND ADMINISTERING THE UNIT IN NURSING IN SUCH A WAY THAT:

(1) RELATIONSHIPS AMONG FACULTY AND BETWEEN FACULTY AND ADMINISTRATION ARE CLEARLY DEFINED.

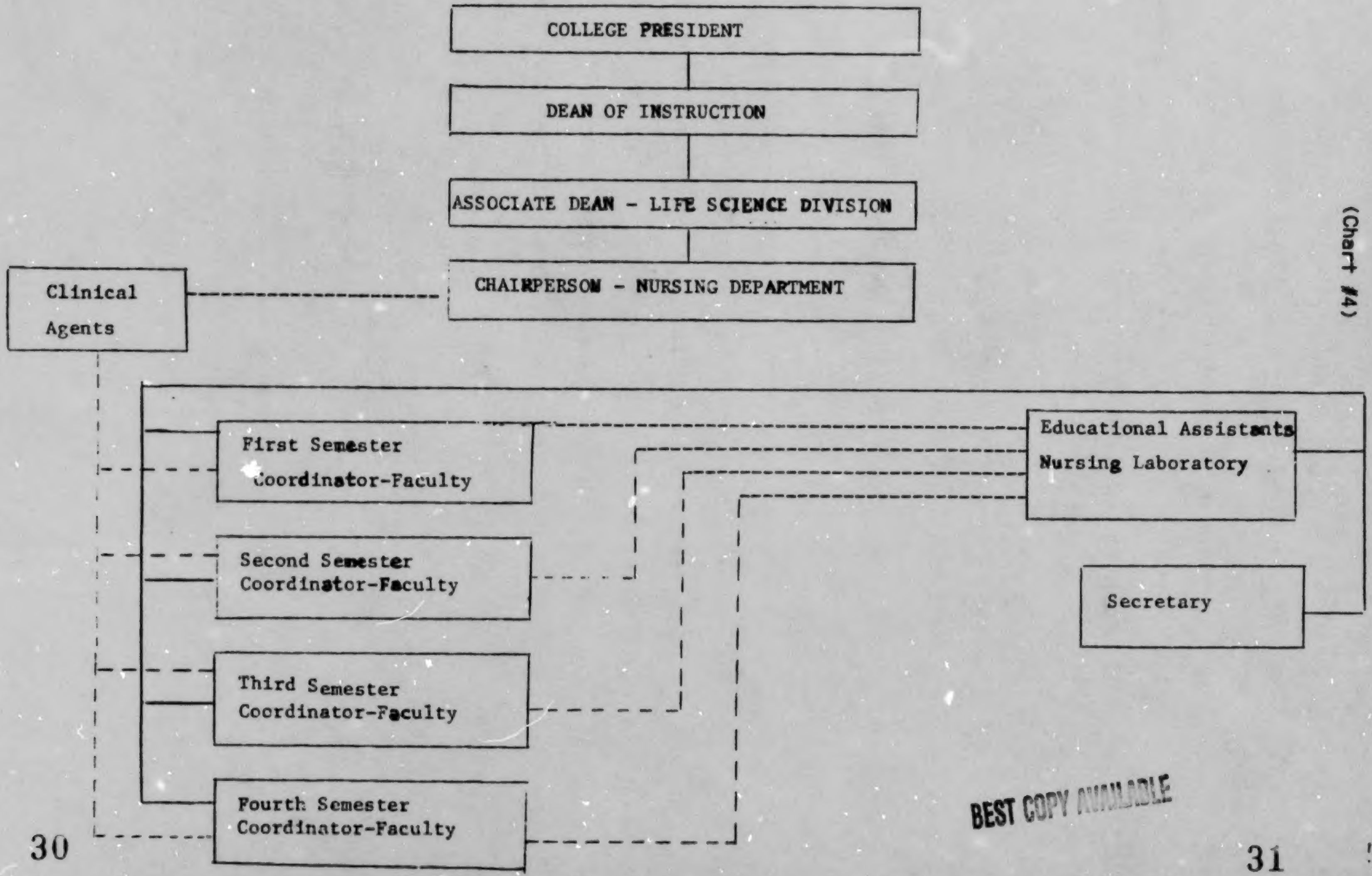
As shown on the Department organization chart (Chart #4), the nursing faculty report to the Chairperson of the Nursing Department. The nursing faculty are organized in semester teams. This organization expedites the planning, implementation, and evaluation of the nursing courses for which each team is responsible. Part-time educational assistants are assigned to the College Nursing Laboratory and assist the nursing faculty as indicated.

(2) THE WORKLOAD IS APPROPRIATELY DISTRIBUTED.

As previously mentioned, work load for nursing faculty is planned around the 30 hour week which includes "combined teaching and/or student conference office hours." These hours take into account teaching hours in theory, nursing laboratory, and clinical laboratory; clinical evaluation conferences; and office hours.

The teacher workload requirement is 40 contact hours per

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT


COLLEGE PRESIDENT
DEAN OF INSTRUCTION
ASSOCIATE DEAN - LIFE SCIENCE DIVISION
CHAIRPERSON - NURSING DEPARTMENT
Clinical Agents
First Semester Coordinator-Faculty
Second Semester Coordinator-Faculty
Third Semester Coordinator-Faculty
Fourth Semester Coordinator-Faculty
Educational Assistants Nursing Laboratory
Secretary

(Chart #4)

BEST COPY AVAILABLE

(2) THE WORKLOAD IS APPROPRIATELY DISTRIBUTED. (cont.)

academic year.

(See Appendix A for summary of Nursing Faculty Teaching loads.)

(3) PROVISION IS MADE FOR REGULARLY SCHEDULED MEETINGS OF THE TOTAL NURSING FACULTY TO MEET THE OBJECTIVES OF THE UNIT IN NURSING.

The nursing faculty meets monthly for departmental meetings. These meetings are designed to share and act on information from each semester team and committee. These meetings are scheduled at the beginning of each semester to coincide with availability of full time faculty. Additional meetings are called at the discretion of the nursing department chairperson. Other committee meetings are scheduled monthly during the same time period on alternate weeks.

(4) MINUTES OF FACULTY MEETINGS WHICH INCLUDE DECISIONS AND/OR ACTIONS ARE AVAILABLE FOR REFERENCE.

Minutes of Department meetings are recorded and on file in the Chairperson's office. Following each meeting, all faculty members are given a copy of minutes for review and correction.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

NURSING FACULTY SUBCOMMITTEE STRUCTURE FOR ACADEMIC YEAR 1983 - 1984

NURSING DEPARTMENT COMMITTEES

1983 - 1984

CURRICULUM COMMITTEE

Chairperson, E. Williams
P. Hall
M. Evans
M. Beck

EXECUTIVE COMMITTEE

Chairperson, S. Meiner
S. Horstman
M. Beck
M. Evans
R. Lang

FACULTY COMMITTEE

Chairperson, S. Meiner
Secretary, J. Nelson
All full-time faculty
Part-time faculty invited

STUDENT NURSE ASSOCIATION

Sponsor: S. Horstman

LEARNING RESOURCES COMMITTEE

Includes:

Chairperson, D. Corr

J. Hediger

PUBLIC RELATIONS COMMITTEE

Chairperson, M. Manary
J. Nelson

SEMESTER TEAMS

First Semester

S. Horstman, Coordinator
D. Corr
E. Williams

Second Semester

M. Beck, Coordinator
J. Hediger
S. Meiner

Third Semester

M. Evans, Coordinator
M. Barnes
J. Nelson

Fourth Semester

R. Lang, Coordinator
M. Manary
P. Hall

FACULTY

1. FACULTY MEMBERS ARE ACADEMICALLY AND PROFESSIONALLY QUALIFIED IN THAT THEY:

a. MEET THE PARENT INSTITUTION'S REQUIREMENTS FOR FACULTY APPOINTMENT.

The nursing faculty meet the parent institution's requirements for faculty appointment. Nursing faculty are employed according to the same policies as all other faculty in the College. Their placement on the salary scale and academic rank is dependent on their background and experience.

b. HAVE MASTER'S DEGREE WITH A MAJOR IN NURSING.

Nine of the twelve full-time faculty members have a Master's Degree with a major in nursing. Four of the thirteen part-time faculty members have a Master's Degree in Nursing. (See Faculty Data Summary, Appendix B.)

c. CONTINUE TO IMPROVE EXPERTISE IN NURSING AND TEACHING THROUGH ONE OR MORE OF THE FOLLOWING:

Academic Study
Clinical Practice
Other Appropriate Activities

Nursing faculty members take advantage of the various opportunities to improve their expertise in nursing and teaching. Examples of these activities include continuing education courses such as updates on specialty topics and issues related to nursing; and

c. CONTINUE TO IMPROVE EXPERTISE IN NURSING AND TEACHING THROUGH ONE OR MORE OF THE FOLLOWING: (cont.)

workshops, clinical practice, health care related volunteer services and graduate level courses. College sponsored seminars geared toward meeting the needs of the adult learner were attended by nursing faculty. Faculty members attend both local and out of town conferences. (Faculty data forms bound separately.)

d. HAVE CREDENTIALS VERIFYING LEGAL STATUS AS A REGISTERED NURSE IN THE STATE.

All nursing faculty are currently registered in the State of Missouri as required by the minimum standards established by the Missouri State Board of Nursing. Licensure is validated annually by the Nursing Department Chairperson.

2. THE FACULTY OF THE UNIT IN NURSING IS RESPONSIBLE FOR:

a. DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF THE CURRICULUM.

The development, implementation, and evaluation of the curriculum is carried out by the Nursing Curriculum Committee, which meets once a month. The Curriculum Committee is composed of full-time faculty representatives from each semester and student representatives. The functions of this committee include reviewing the philosophy, purpose, conceptual framework, and objectives to ensure articulation within the nursing curriculum. Ad hoc committees are assigned specific tasks as needed and their recommendations are considered by the Curriculum Committee for approval.

2. THE FACULTY OF THE UNIT IN NURSING IS RESPONSIBLE FOR:

a. DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF THE CURRICULUM. (cont.)

The Chairperson of the Curriculum Committee is appointed by the nursing department Chairperson. The minutes of the Curriculum Committee will be available to visitors.

b. DEVELOPMENT OF STANDARDS FOR THE ADMISSION, PROGRESSION, AND GRADUATION OF STUDENTS WITHIN INSTITUTIONAL CHANNELS.

The nursing faculty make recommendations regarding the admission and progression criteria to the Nursing Selection Committee, which is responsible for implementing the criteria. The composition of the Selection Committee includes representation from Admissions, Nursing, and Counseling. The Nursing Department Chairperson represents Nursing on the Selection Committee.

c. PARTICIPATION IN ACADEMIC GUIDANCE AND COUNSELING.

Academic guidance, such as pre-registration, is handled by the counselors with assistance by the Nursing Department Chairperson and/or Nursing Semester Coordinators. Academic guidance related to a specific nursing course is provided by the nursing faculty teaching the course. Any major personal counseling problem is referred to members of the Counseling Department.

d. PARTICIPATION IN THE ACTIVITIES OF THE TOTAL FACULTY OF THE PARENT INSTITUTION IN WAYS THAT BENEFIT THE INSTITUTION, THE UNIT IN NURSING, AND THE FACULTY.

Nursing faculty have historically been involved in activities that benefit the institution by working in elections related to tax levies, participating in faculty foundation programs, by serving on college-wide committees, and by maintaining vocational certification by the state department of education. Faculty as well as students have participated in health fairs for the five years they have been in existence.

Nursing faculty have been elected to the division and campus wide promotion committee, the college-wide council and have served on the College Committees for graduation, release and extended time and discipline.

e. PARTICIPATION IN PROFESSIONAL ACTIVITIES.

The Chairperson represents nursing faculty in many community activities related to bringing education, service, and research findings together for improvement in health care.

Community activities of the nursing faculty include participation in the following: Missouri ADN State Forum Committee, Army Nurse Reserves; Red Cross Disaster Nursing Services; speakers on health-related topics.

One faculty member has co-authored two books and has published several papers. Another faculty was nominated by the Missouri State Board of Nursing to write test items for the National

e. PARTICIPATION IN PROFESSIONAL ACTIVITIES. (cont.)

Council Licensure Examination.

Currently, faculty are members of the American Nurses Association, the National Education Association, and the National League for Nursing. All full-time faculty hold membership in the Missouri Vocational Association, Health Occupations section and maintain teacher certification. In addition, faculty are involved in a variety of other nursing or nursing related organizations.

STUDENTS

1. STUDENTS ARE ADMITTED ACCORDING TO THE POLICIES OF THE PARENT INSTITUTION.

The nursing program complies with all aspects of this criterion. The College maintains an open admissions policy while reserving the right to guide enrollment on the basis of placement tests, physical examinations, previous achievement, and other criteria (Catalog, p. 9). However, there are certain programs for which there are written standards of admissions and retention in order to better ensure necessary aptitude and background for success, and nursing is one of these programs. Students unable to meet the standards for selected programs are encouraged to enroll in courses designed to help them qualify for entry at a later time.

Students are admitted to the nursing program by a process in which admissions and counseling personnel, in conjunction with the Nursing Department Chairperson, review records to determine satisfactory evidence of meeting the stated eligibility requirements. These are, basically, ranking in the upper one-third of high school class and maintaining at least a 2.50 cumulative Grade Point Average on a minimum of 15 credit hours of college work. This data is seen by the Selection Committee with little or no knowledge of any personal characteristics regarding the prospective student. (See student profile, Appendix C.)

2. ACCURATE AND CLEARLY STATED INFORMATION IS AVAILABLE CONCERNING THE NATURE OF THE CURRICULUM, ADMISSION, PROGRESSION, AND GRADUATION REQUIREMENTS AND LEGAL LIMITATIONS FOR STATE LICENSURE.

Information concerning the nature of the curriculum, admission, progression, and graduation requirements are found in Forest Park Nursing Program Handbook and in the Forest Park Catalog. Both publications are available to anyone expressing an interest in the nursing program.

A copy of the Missouri Nurse Practice Act is available for students needing more clarification of the legal limitations for state licensure. (See exhibit)

3. POLICIES FOR NURSING STUDENTS ARE CONSISTENT WITH THOSE FOR ALL STUDENTS ENROLLED IN THE PARENT INSTITUTION, e.g.: COUNSELING SERVICES, FINANCIAL AID, GRIEVANCE PROCEDURES, REPRESENTATION ON COMMITTEES, ETC.

Counseling services are available to all students at the College. The counseling staff consists of educational advisors and professional counselors. Professional counselors are specialists in personal, educational, and vocational counseling. Counselors are assigned to the Life Science Division to aid students with academic or personal problems. However, a student may choose to consult with any of the counselors if and when special help is needed.

Nursing students in need of financial help are referred to the Forest Park Office of Student Aid. Many nursing students have taken advantage of both general and nursing aid funds.

3. POLICIES FOR NURSING STUDENTS ARE CONSISTENT WITH THOSE FOR ALL STUDENTS ENROLLED IN THE PARENT INSTITUTION, e.g.: COUNSELING SERVICES, FINANCIAL AID, GRIEVANCE PROCEDURES, REPRESENTATION ON COMMITTEES, ETC. (cont.)

Information and assistance with part-time employment opportunities or work-study jobs for nursing students are available through the Office of Student Aid.

Nursing students are invited to join the Forest Park Student Nurse Association. The purposes of this association are to encourage discussion of areas affecting the nursing students, promote communication with college administrators and nursing faculty, and provide opportunities for nursing students to meet socially. A representative of FPSNA attends the Student Activities Board meetings, which are held at least once per month. Student representation is encouraged by the Nursing Department for participation of students on the curriculum and Instructional Resources committee.

4. STUDENTS HAVE THE OPPORTUNITY TO PARTICIPATE IN THE EVALUATION OF THE CURRICULUM AND OTHER ASPECTS OF THE UNIT IN NURSING TO WHICH THEY CAN MAKE A CONTRIBUTION.

Nursing students' representatives are chosen by their classmates to attend Nursing Curriculum and Instructional Resources Committee meetings and serve as a means of communication between students and faculty.

Students are involved with the evaluation of faculty via a College form for evaluation of theory presentations and a department form for evaluation of clinical facilities. These evaluations have been done on an annual basis in past years. A formal course evaluation is done

4. STUDENTS HAVE THE OPPORTUNITY TO PARTICIPATE IN THE EVALUATION OF THE CURRICULUM AND OTHER ASPECTS OF THE UNIT IN NURSING TO WHICH THEY CAN MAKE A CONTRIBUTION. (cont.)

at the end of the first and fourth semesters.

5. STUDENTS HAVE THE OPPORTUNITY TO PARTICIPATE IN COLLEGE ACTIVITIES.

Nursing students are afforded an opportunity to join campus clubs, organizations, and special interest groups. They may take advantage of a variety of cultural and academic presentations and athletic activities offered by the College. Students may also be elected to Forest Park's Student Council.

Forest Park's nursing students are generally adults with family responsibilities. These circumstances preclude participation in many of the available activities.

NURSING CURRICULUM

(Narrative)

I. THE CURRICULUM IMPLEMENTS THE PHILOSOPHY AND OBJECTIVES OF THE UNIT IN NURSING.

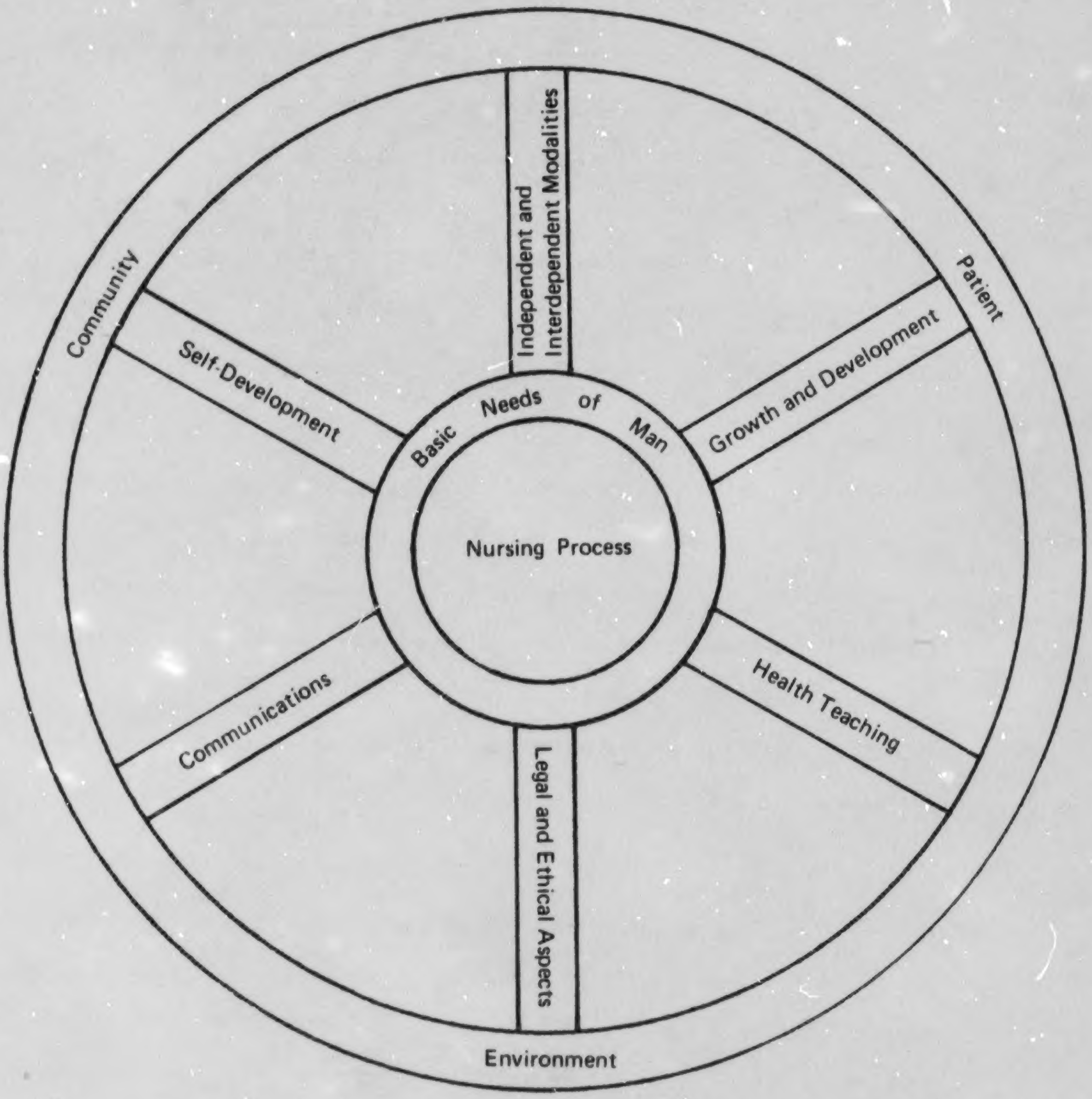
The curriculum implements the philosophy and objectives of the unit in nursing by providing both nursing courses and general education courses in a balanced distribution. This format provides for a broad background of knowledge along with the development of specific nursing skills as course objectives are met. Selection and organization of nursing course content, learning experiences including clinical experiences, evaluation tools, and instructional methodologies and materials are based upon the curriculum objectives.

A proportional number of instructional hours are offered in nursing theory and specific nursing skills. The nursing courses are designed so that there is correlation between the philosophy, the curriculum objectives, and the course objectives of the program. The conceptual framework provides direction for the development and implementation of the objectives. The interrelatedness of the philosophy, the curriculum objectives, and the course objectives will be explained on the following pages. (See schematic diagram of Conceptual Framework design on the following page.)

An appropriate number of hours are included in the program so that the student has an opportunity to obtain a broad background of knowledge in support subject areas. The general education courses are selected from the physical, biological, and behavioral sciences. These courses facilitate the students' development of communication skills and foundation principles which are utilized in the attainment of the nursing curriculum objectives. The student is also provided with a framework for understanding the historical and social occurrences which have and will influence the practice of nursing.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK

NURSING DEPARTMENT - CONCEPTUAL FRAMEWORK DESIGN


Community
Independent and Interdependent Modalities
Patient
Self-Development
Basic Needs of Man
Growth and Development
Nursing Process
Communications
Health Teaching
Legal and Ethical Aspects
Environment

2. THE CONCEPTUAL FRAMEWORK AS DEVELOPED BY THE FACULTY:

a. Is written
b. Reflects the philosophy and objectives
c. Is used to design the curriculum

The conceptual framework of our nursing program is an extension of the philosophy of the nursing faculty. Since we believe that each person is an integrated biological intellectual social being whose dynamic existence is directed toward meeting physiological and psychosocial needs, the faculty has utilized Maslow's hierarchy of needs as the basis for this conceptual framework.

In his work on human motivation, Maslow presents a holistic-dynamic theoretical framework. These needs can be divided into a graduated scale of five levels.

1. Basic physiological needs of survival: maintains homeostasis by means such as food, fluids, and sleep to ensure survival.
2. Safety needs: desires an orderly, secure, predictable, organized environment to provide freedom from harm and danger.
3. Belongingness and love needs: wishes for affectionate relationships and for a place in a group.
4. Esteem needs: includes two sets of needs which are desires for (a) strength, achievement, adequacy, mastery, competence, confidence, independence, and freedom; (b) reputation and prestige from other people, status, dominance, recognition, attention, importance, and appreciation.

5. Self-actualization needs: wishes for a person to become what he or she is potentially-to become everything one is capable of becoming.[1]

The basic needs are viewed in terms of where each person is developmentally in the life continuum. At each developmental stage, there are specific tasks to be accomplished which affect the individual's ability to progress through a hierarchy of basic needs, ranging from those required to sustain physical life to those required for optimal well-being. In viewing each person as always being at some point on the health-illness continuum, the focus of these courses is a positive, dynamic view of the individual as a comprehensive whole with the potential for growth and integration. An alteration in one or more of the basic needs which disrupts equilibrium may result in crisis and/or illness.

Each person is viewed as a social being having the right and responsibility to direct self health-related activities. When self-direction is not possible, individuals have the right to quality health care within the framework of individual beliefs. Nursing intervention may be necessary to assist the individual and/or family to promote optimal health.

Nursing intervention is based upon the utilization of the nursing process by: assessing and establishing a data base about the patient; analyzing identified needs and establishing goals; planning a strategy to achieve the established goals; and evaluating the extent to which the goals have been achieved.[2] The use of Maslow's hierarchy focuses attention on the priority of needs, in that immediate survival needs must be satisfied before others can be accommodated. This hierarchy then becomes the basis for establishing nursing care priorities.

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[1] A.H. Maslow, Motivation and Personality (New York: Harper and and Row, 2nd ed., 1970.)

During the first course, the focus is on the healthy individual, the hierarchy of basic needs essential for growth and development, and factors that affect those needs at various stages of development. The nursing process is the tool utilized by the student to learn nursing theory and skills.

In subsequent courses, the student proceeds to learn about common health problems that alter an individual's ability to meet basic needs. Emphasis is on: (1) manifestations within body systems occurring when there is modification in the fulfillment of basic needs and (2) nursing interventions that assist an individual to fulfill these needs. Theory and skills in advanced courses focus on needs of the individual who requires nursing care in specialty areas, and on the transition of the student to the graduate role.

d. Is Used To Develop Each Nursing Course Including the
   Objectives (See Appendix D-Course Syllabi)

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[2] National Council of State Board of Nursing, Inc., (2/1980)

3. OBJECTIVES FOR CLASSROOM AND CLINICAL EXPERIENCES OF EACH NURSING COURSE:

(a) Are Related and Concurrent.

The classroom objectives are written and correlate closely with the clinical activities. They are stated so that each student is aware of the course expectations. Many of these objectives require application of theory to clinical experiences.

There are clinical objective books or clinical focus sheets listing specific objectives and activities for clinical experiences. These objectives identify for the student what he/she should be able to do. Each student receives a copy of the clinical objective book or focus sheet at the beginning of each course. The clinical and classroom objectives incorporate the same basic concepts.

(b) Are Measureable.

The terminology utilized in writing classroom and clinical objectives is performance oriented and defines the behaviors expected of the student. Careful attention and thought have been given to determine if each objective is one that can be accomplished and evaluated.

(c) Demonstrate Progression.

Many of the classroom and clinical objectives are similar from one level to the next. With each level there is a progression of expectations.

All course objectives and some clinical objectives are included on a progression chart. The remainder of the clinical objectives will be on exhibit. (See Appendix D for course syllabi and Appendix G for curriculum thread chart.)

4. THE CURRICULUM PROVIDES LEARNING EXPERIENCES WHICH DEVELOP KNOWLEDGE OF CULTURAL DIVERSITY AND ITS IMPLICATIONS FOR HEALTH CARE.

Cultural diversity is recognized and addressed throughout the curriculum. The student is assisted in identifying cultural variations, how they affect the individuals' ability to meet basic needs, and implications for nursing care. Students are required to take courses in the humanities which will further broaden and deepen their understanding of diversity in human beings.

The St. Louis Community College at Forest Park is located in a metropolitan area whose composition comprises a variety of cultural groups, such as American Indian, Black, Jewish, Italian, German, and Oriental cultures. The agencies used for clinical experiences are accessible and utilized by individuals from various cultural backgrounds; thereby enabling students opportunity for contact with persons from diverse populations. Cultural components affecting the satisfaction of basic needs are discussed in classes and in clinical conferences.

5. THE LEARNING EXPERIENCES AND THE METHODS OF INSTRUCTION ARE SELECTED TO FULFILL THE OBJECTIVES OF EACH NURSING COURSE.

Course outlines provide the guideline for presentation of all subject matter. Methods of teaching vary with the learning experiences and are determined by the instructor responsible for that particular content in accordance with the unit objectives. Teaching methods are selected and utilized according to the level of students and the course content beginning with lecture and instructor-directed discussions.

1. lectures
2. discussions
3. demonstration/return demonstrations
4. written assignments
5. teacher-made tests

Other methods of instruction and learning experiences which are available for student utilization to meet stated objectives include:

Clinical experiences in community health agencies
Reading books and journal articles
Viewing films
Viewing teacher-made video tapes
Listening to audiotapes
Using slide and audiotape presentations
Using filmstrips
Viewing slides while reading accompanying slide guides
Practicing independently in small groups, with or without an instructor
Observing role models in clinical laboratory
Taking standardized tests

These learning experiences and methods of instruction were selected to provide a variety of methods for learning to meet the needs of students who have diverse learning rates and abilities.

6. THE CURRICULUM PROVIDES FOR INDIVIDUAL DIFFERENCES IN LEARNING AND ABILITIES.

The college provides, within the constraints of budget and time, for individual differences in learning and abilities and recognition of acquired proficiencies.

The college encourages qualified persons to obtain advanced standing through examinations such as College Level Examination Program (CLEP) and teacher-made challenge examinations.

Persons with specific or nursing-related education or experience backgrounds are able to challenge the first and second semester nursing courses. Challenge examinations include both theoretical and practical course objectives (See Credit by Examination and Advanced Standing Procedure in Appendix E)

One of the outstanding strengths of this campus is the Learning Achievement Center. This center is equipped to provide remedial studies in mathematics, English, reading and related communication skills. In addition to formal classes, selected types of remedial assistance is readily available for individual students or small groups.

Test desensitization, a series of counselling sessions, is available to nursing students who identify themselves as uncomfortably tense with written testing. Similar counselling sessions are available for students whose anxiety

6. THE CURRICULUM PROVIDES FOR INDIVIDUAL DIFFERENCES IN LEARNING AND ABILITIES. (cont.)

interferes with their productivity. Currently, a cooperative effort between counseling and the Learning Achievement Center is providing a special program for first semester students who demonstrate deficiencies in the learning process. Scheduled weekly conferences with a nursing faculty advisor during the first year provide the student with additional assistance in the transition to nursing.

Registered Nurse laboratory assistants, as well as faculty, are available in the nursing college laboratory to guide students in the mastery of technical skills. We have an open laboratory policy that affords the student additional opportunity to master hand skills which must be achieved by a predetermined time.

The student selects his/her own objectives for clinical experience based on theoretical learning and accomplishment of hand skills.

7. EVALUATION TOOLS REFLECT COURSE AND CLINICAL OBJECTIVES.

a. Tools include written criteria for measuring student achievement.

The course objectives are expressed in action words and define the behaviors expected of the student in each course. Because each course contains both theory and related practice, evaluation tools were developed to measure achievement in theory, nursing college laboratory, and clinical laboratory. Students must achieve a satisfactory grade in theory, nursing college laboratory, and clinical laboratory to pass a nursing course.

Evaluation of theory achievement. Faculty prepare written quizzes and tests to evaluate attainment of theoretical objectives for each course. Test items are related to the stated objectives and include formats such as: multiple choice, matching, short answer, and completion. A satisfactory grade for each course has been defined as 79% or better.

Evaluation of nursing college laboratory achievement. Evaluation of hand skill performance for selected nursing procedures is based on specified critical requirements designated for each skill. A laboratory practicum is also included to assess retention of skill performance at the end of the first semester and at other times throughout the program.

Evaluation of clinical laboratory achievement. The faculty believes there are characteristics common and essential to satisfactory daily student performance in the clinical laboratory. These characteristics require increasing levels of competence as the student progresses from the beginning nursing course to graduation. In an effort to evaluate attainment of these characteristics in a uniform and measurable way, the Criteria for Daily Clinical Performance and its accompanying checklist form was developed for student and faculty use. The criteria is used to help identify whether the components necessary for each clinical experience date were achieved at a satisfactory or unsatisfactory level. Satisfactory performance indicates the behavior has been completed according to the critical requirements for that behavior or accepted standard of care.

The student demonstrates achievement of course objectives containing clinical components by participating in clinical laboratory experiences. As an outgrowth of each course's objectives, specific measurable clinical objectives were developed to serve as a tool to measure student achievement. These objectives are listed for each course in a Clinical Objective Book or on a Clinical Focus Sheet. Objectives specified as required must be completed in clinical laboratory in order to receive a satisfactory grade in a nursing course.

Written evaluations of clinical performance by student and instructor are required at least two times a semester. Subsequently, an appointment is held to review these evaluations.

Clinical Objective Books or Clinical Focus Sheets from the first nursing course (NUR:101) to the final course (NUR:204) indicate commonalities as the student progresses through the nursing courses.

Some of these commonalities are: use of the nursing process, standards for acceptance of written work, the use of the Criteria for Daily Clinical Performance in conjunction with the Clinical Objective Book or Clinical Focus Sheets and use of the Satisfactory/Unsatisfactory grading system.

b. Criteria are available to students. The criteria for successful completion of a nursing course is included in the course syllabus. Each student is given a copy of the course syllabus on the first day of class. (See Appendix F for evaluation tools.)

8. THE CURRICULUM MEETS THE REQUIREMENTS OF THE:

a. PARENT INSTITUTION
b. STATE BOARD OF NURSING
c. STATE

The "Graduation Requirements" of the College are listed on page 19 of the 1983-84 St. Louis Community College at Forest Park bulletin. They are as follows:

Requirements for Graduation:

To obtain an associate degree, you must:

1. Earn a minimum of 64 credit hours and complete, in residence, at least the last 15 hours applicable to your degree.
    a. A maximum of four credit hours from courses numbered below .100 may apply as unspecified electives defined by discipline, such as "science-mathematics elective," or "humanities-communications elective."
    b. A maximum of nine credit hours in special problems courses may apply as unspecified electives toward the Associate in Arts degree and the Associate in Applied Science degree. Special problems courses may not be applied as electives defined by discipline, such as "science-mathematics elective" or "humanities-communications elective."
2. Earn a cumulative grade point average of 2.0 (C) or higher. Credits from previously attended colleges are not computed in the average.
3. Complete an approved curriculum satisfactorily.
4. Complete a minimum of two credit hours of activity courses in physical education if you are under 21 when you become a regular student. Students 21 or older, veterans, and physically handicapped students may substitute credits for the physical education requirement.
5. Meet the course requirements in federal and state constitutions and American history and institutions by the satisfactory completion of one or more of the following courses: HST:100, American Civilization; HST:101, American History I (Honors); HST:104, American History II (Honors); HST:105, The United States in the Twentieth Century; PSC:101, Introduction to American Politics; PSC:102, American National Politics; PSC:103, State and Urban Politics; PSC:105, Constitional Issues.

NOTE: Completion of graduation requirements does not mean professional certification or registration or approval to sit for board or licensing examinations.

Completion of the nursing courses and the required general education courses that are listed on the addendum to the 83-84 College Bulletin meets all of the requirements of the College for the Associate in Applied Science Degree. The associate degree nursing program of the college is fully accredited by the Missouri State Board of Nursing meeting the standards for accreditation as stated in the State of Missouri Minimum Standards For Accredited Programs of Professional Nursing as adopted June 11, 1981.

One of the purposes of State Board accreditation, as stated on page 1 of Missouri Minimum Standards For Accreditated Programs of Nursing is to "assure graduates from accredited programs of professional nursing eligibility to submit an application for the Missouri Licensing Examination."*

A graduate of the nursing program is eligible to write the National Council Licensure Examination for Nursing - R.N. when it is verified that the candidate has successfully completed the program and is at least nineteen years of age. The Missouri State Board of Nursing requires receipt of an official transcript from the college registrar prior to writing the licensing examination.

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*State of Missouri Minimum Standards For Accredited Programs of Nursing, p. 1, June, 1981.

9. THE TOTAL CREDITS IN THE CURRICULUM ARE WITHIN THE GENERALLY ACCEPTED LIMITS OF 60-70 SEMESTER CREDITS FOR AN ASSOCIATE DEGREE.

The total number of credits in the nursing curriculum is 66-68. The nursing component is made up of 36 credit hours with the remaining 29 to 31 credit hours consisting of general education courses.

The assignment of credit hours to each course shows a balance between classroom presentations and laboratory practice. The ratio between laboratory sessions in a science course is 2:1; in nursing the ratio is 3:1. (See course sequence and hours on following pages.)

CURRICULUM PLAN CHART

FIRST SEMESTER

Number Hours Per Week

COURSES	CREDITS	CLASS	NURSING COLLEGE LABORATORY	CLINICAL LABORATORY
BIO:207 Anatomy and Physiology I	4	3	2	
ENG:101 English Composition I	3	3		
PSY:205 Human Growth and Development	3	3		
NUR:101 Fundamentals of Nursing	5	3		6
NUR:102 Nursing Laboratory Practicum	1		2	

* * * * * * * * * * * * * *

SECOND SEMESTER

Number Hours Per Week

BIO:208 Anatomy and Physiology II	4	3	2	
NUR:103 Maternal-Newborn Nursing	4 (8 week course)	4 (8 week course)		10 (8 week course)
NUR:104 Adults and Children I	4 (8 week course)	4 (8 week course)		10 (8 week course)
NUR:105 Nursing Laboratory Practicum I	1		2	

SECOND SEMESTER

Number Hours Per Week

COURSES	CREDITS	CLASS	NURSING COLLEGE LABORATORY	CLINICAL LABORATORY
PE Physical Education	1	1		

* * * * * * * * * * * * *

SUMMER SESSION (8 Weeks)

Number Hours Per Week

BIO:203 Microbiology	4	4	8	
PSY:201 General Psychology	3	6		
PE Physical Education	1	2		

* * * * * * * * * * * * *

THIRD SEMESTER

Number Hours Per Week

ENG:102 or 103 English Comp. II or Report Writing	3	3		
SOC:101 Introduction to Sociology	3	3		
NUR:201 Nursing of Adults and Children II	9	5		12
NUR:203 Comtemporary Nursing	1	1		

FOURTH SEMESTER

COURSES	CREDITS	Number Hours Per Week CLASS	NURSING COLLEGE LABORATORY	CLINICAL LABORATORY
HSY:100 American Civilization	3	3		
NUR:202 Nursing Adults and Children II	8 (12 week course)	4 (12 week course)		16 (12 week course)
NUR:204 Management Skills in **Nursing**	3 (4 week course)	1 (4 week course)		24 (4 week course)

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING CURRICULUM FOR ASSOCIATE DEGREE IN APPLIED SCIENCE
Effective Fall 1983

COURSE-TITLE	COURSE NUMBER	CREDIT HOURS	CONTACT HOURS PER WEEK	NO. WEEKS
FIRST SEMESTER				
Anatomy & Physiology I	BIO:207	4	5	16
English Composition I	ENG:101	3	3	16
Human Growth & Development	PSY:205	3	3	16
Fundamentals of Nursing	NUR:101	5	9	16
Nursing Laboratory Practicum	NUR:102	1	2	16
		16 Credits		
SECOND SEMESTER				
Anatomy & Physiology II	BIO:208	4	5	16
Maternal Newborn Nursing	NUR:103	4	14	8
Nursing of Adults and Children I	NUR:104	4	14	8
Nursing Laboratory Practicum	NUR:105	1	2	16
**Physical Education	PE XXX	1	1	16
		13-14 credits		
**SUMMER SESSION				
Microbiology	BIO:203	4	8	8
General Psychology	PSY:201	3	6	8
**Physical Education	PE XXX	1	2	8
		8 credits		
THIRD SEMESTER				
English Composition II or	ENG:102			
Report Writing or	ENG:103	3	3	16
Eng. Literature				
Introduction to Sociology	SOC:101	3	3	16
Nursing of Adults and Children II	NUR:201	9	17	16
Contemporary Nursing	NUR:203	1	1	16
		15 credits		
FOURTH SEMESTER				
History of Political Science or	HST/PSC			
American Civilization	HST:100	3	3	16
Nursing of Adults and Children III	NUR:202	8	20	16
Management Skills in Nursing	NUR:204	3	1 - 16	16
		14 credits		

TOTALS: 29 - 31 General Education
36 Nursing Credits
66 - 68 Total Credits

**Physical Education courses are only required if the student was under age 21 when first enrolled in the college as a regular student.

*The summer session must be taken prior to enrollment in third semester nursing courses.

PRE-REQUISITE TO ADMISSION: Fundamendtals of Chemistry (CHM:101) is required of students who did not have 1 year of High School Chemistry with a "C" grade within 5 years prior to admission.

Mathematics and Reading courses may be required before admission dependent on Diagnostic Test Score Results. Eleventh grade reading level required.

NEW CURRICULUM EFFECTIVE FALL, 1983

NURSING

COURSE NUMBER	CREDIT HOURS

NUR:101 — 5

Fundamentals of Nursing

This course is designed to introduce the student to the role of the nurse in meeting needs common to all patients. The student is given the opportunity to acquire knowledge, skill, and attitudes essential for the practice of nursing theory. Planned experiences in the clinical area includes pre- and post-conferences which are designed to assist the student to plan, provide, and evaluate patient-centered care.
Prerequisites: Enrollment in Nursing Program, prior or concurrent enrollment in PSY:205, BIO:207, NUR:102.
Three (3) hours lecture, six (6) hours lab per week.

NUR:102 — 1

Nursing Laboratory Practicum I

This course is designed to provide the student with the practice of nursing skills in the College Nursing Laboratory and to reinforce principles introduced in Fundamentals of Nursing.
Prerequisite: Concurrent enrollment in NUR:101.
Two (2) lab hours per week.

NUR:103 — 4

Maternal Newborn Nursing

A course with a family centered emphasis on nursing care of mothers and the newborn during the maternity cycle. The focus is on the normal maternity cycle, growth and development cycle from conception through the newborn period, and prevention of complications. Clinics and hospitals are utilized for laboratory experience. Pre- and post-conferences complement and integrate the laboratory and theoretical components.
Prerequisites: BIO:207, NUR:101, and NUR:102, all with grades of "C" or above and concurrent enrollment in BIO:208 and NUR:105.
Five (5) lecture and nine (9) clinical hours per week for eight (8) weeks.

NUR:104 — 4

Nursing of Adults and Children I

Course designed to assist the student to acquire knowledge and skills in meeting the needs of adults and children with emphasis on adaptation to illness and hospitalization, pre- and post-operative care, fluid and electrolyte concepts, body defenses and limitation of motion. Clinical laboratory periods include pre- and post-conferences.
Prerequisites: BIO:207, PSY:205, NUR:101, and NUR:102 all with grades of "C" or above. Prior or concurrent enrollment in BIO:208 and NUR:105.
Five (5) hours lecture, nine (9) hours lab per week for eight (8) weeks.

NUR:105 1

Nursing Laboratory Practicum II

This course is designed to provide the student with the practice of nursing skills in the Nursing College Laboratory and to reinforce principles introduced in NUR:103 and NUR:104.
Prerequisite: Concurrent enrollment in NUR:103 or NUR:104.
Two (2) lab hours per week.

NUR:201 9

Nursing of Adults and Children II

Course designed to assist the student to further develop knowledge and skills necessary to meet the needs of adults and children with selected medical/surgical problems and exaggerated behavior patterns. Clinical laboratory periods include pre- and post-conferences.
Prerequisites: NUR:103, NUR:104, NUR:105, BIO:203, and NUR:208, all with grades of "C" or above.
Five (5) hours lecture, 12 hours lab per week.

NUR:202 8

Nursing of Adults and Children III

Course designed to assist the student to further develop knowledge and skills necessary to meet needs of adults and children with selected medical-surgical problems. Clinical laboratory periods include pre- and post-conferences.
Prerequisites: NUR:201 and NUR:203 with grades of "C" or above.
Equivalent of 5 hours lecture, 9 hours lab per week.

NUR:203 1

Contemporary Nursing

Study of selected topics related to the development of nursing practice and education, professional organizations, ethical/legal aspects, current issues and trends.
Prerequisites: NUR:103, NUR:104, NUR:105, all with grades of "C" or above.
One (1) lecture hour per week.

NUR:204 3

Management Skills in Nursing

Includes theory and practicum in principles of managing the care of a group of patients. The student will praticipate actively in the role of a beginning staff nurse under the guidance of agency staff and instructor.
Prerequisite: Prior or concurrent enrollment in NUR:205.
Equivalent of 16 hours of class and 96 hours of clinical laboratory during the semester.

10. THE PHILOSOPHY AND OBJECTIVES OF THE UNIT IN NURSING GUIDE THE SELECTION OF GENERAL EDUCATION COURSES.

The rationale for selection and placement of general education courses in the nursing program is to assist the students in acquiring a sound educational foundation conducive to fulfilling the objectives of the nursing program.

To facilitate attainment of the curriculum objective related to growth and development, Human Growth and Development PSY:205) is a required course. This is a survey course of the emotional, mental, physical and social needs of children, adlescents and adults. Analysis is made of multiple factors of behavior and personality. The course is taken in the first semester of the nursing program.

To facilitate attainment of curriculum objectives related to carrying out independent and interdependent modalities as well as health teaching, the following courses are required. Anatomy and Physiology I-(BIOL207) focuses on the organization of cells into tissues, organs, and organ systems with indepth study of the integumentary, skeletal, muscular and nervous system and sensory receptors. This course is taken in the first semester. In the second semester of the program, students enroll in Anatomy and Physiology II-(BIO:208). In this biologic science course, students study the integrative functions of the cardiovascular, digestive, respiratory, urogenital, reproductive and endocrine systems. Prior to enrollment in the third semester's course, students complete General Microbiology-(BIO:203). This course introduces students to microbes with emphasis on morphology, culture

10. THE PHILOSOPHY AND OBJECTIVES OF THE UNIT IN NURSING GUIDE THE SELECTION OF GENERAL EDUCATION COURSES. (cont.)

techniques and biochemical activities of bacteria, viruses and fungi. Human disease-producing organisms are studied in regards to infections they cause as well as related resistance to infection.

To facilitate attainment of the curriculum objective related to legal and ethical aspects of nursing in conjunction with meeting a state-supported college requirement, American Civilization-(HST:100), or its equivalent, is required. This course includes a study of American history, institutions, and governments with special consideration given to the constitutions of the United States and Missouri. The course facilitates development of awareness of the governmental forces affecting health care policies and agencies.

To facilitate attainment of curriculum objectives related to communications as well as self-development, the following courses are required. College Composition I-(ENG:101) is required during the first semester of the nursing program and is designed to meet writing needs of students by focusing on the elements of clear writing, well-organizes expository essays, critical thinking, analytical writing, and when necessary, a review of principles of grammar. College Composition II-(ENG:102) or Report Writing-(ENG:103) is required prior to enrollment in the third semester of the nursing program. College Composition II emphasizes the documented research paper, argumentation and criticism. Report Writing focuses on development of clear writing through careful editing. General Psychology I-(PSY:210) is also required

10. THE PHILOSOPHY AND OBJECTIVES OF THE UNIT IN NURSING GUIDE THE SELECTION OF GENERAL EDUCATION COURSES. (cont.)

prior to entering the third semester. This course, an introduction to the scientific study of human behavior, attempts to help students gain insight into their own and others' behavior as topics relating to psychological development are studied.

Introduction to Sociology-(SOC:101), required in the third semester of the program, provides students with information about factors determining social organization and behavior. Study includes the social interaction of individuals with each other, of individuals with groups, and groups with one another. Consideration is given to culture, social classes, population, and institutional life.

11. A BALANCED DISTRIBUTION EXISTS BETWEEN NURSING AND GENERAL EDUCATION CREDITS WITH NO MORE THAN SIXTY PERCENT OF THE TOTAL NUMBER OF CREDITS ALLOCATED TO NURSING COURSES.

The nursing curriculum, which has both general education and nursing components, helps the learner to develop a base for understanding human nature through knowledge of the biological, physical, behavioral, and social sciences.

The nursing faculty believes that nursing education is most effective when the curriculum includes an approximately equal distribution of collegiate courses in general education and nursing. This balanced distribution assists graduates to cultivate those ideals which enable them to be well-rounded and self-directed persons as well as persons who recognize the need to pursue knowledge for continued personal and professional growth. With this in mind, 36 semester credit hours (about 54%) have been allocated to nursing courses and 30 to 32 semester credit hours (about 46%) have been allocated to general education courses.

12. OPPORTUNITIES ARE PROVIDED FOR NURSING STUDENTS TO ENROLL IN GENERAL EDUCATION COURSES WITH STUDENTS IN OTHER MAJORS.

A nursing student may register for any courses offered that fit into his/her schedule. There are no special sections of general education courses offered specifically for the nursing student. This exposes the student to a wide variety of opinions and an opportunity for interchange that provides validation for his/her learning.

13. PROVISION IS MADE FOR REGULAR AND SYSTEMATIC EVALUATION OF THE CURRICULUM.

The faculty believes one of our most important evaluations is that of our product, the graduate nurse. Some of the most important evaluation tools are questionnairs (see attached form) which are sent to every graduate and employer one year postgraduation. These questionnaires are analyzed to identify any significant needs that might lead to curriculum revision.

The faculty considers evaluations by national, state, and local organizations as being valuable for the continual progress and enrichment of the program. The National Licensure Examination for Nursing-R.N. results are means by which our graduates are compared with other graduates on a national and state level.

The District Nursing Advisory Committee serves as a liaison between the nursing program(s) and the community. Our nursing program has four representatives on the committee. Representatives include three persons from clinical agencies where we send students and one graduate of the program. The committee meets annually to carry out its duties, one of

65A

St. Louis Community College
at Forest Park

5600 Oakland Avenue
St. Louis, Missouri 63110
Telephone 314/644-9100
Nursing Department
644-9313

Dear Forest Park Nursing Program Graduate:

We would like to know what has happened to the Nursing graduates of St. Louis Community College at Forest Park. Please complete the following information on your nursing education and nursing service:

1. What year did you graduate? ____________________
2. In what states are you licensed as an R.N.? __________________.
3. Are you actively employed now? Yes___ No___ F.T.___ P.T.___
   Are you actively employed in nursing? Yes___ No___ F.T.___ P.T.___
   Are you employed in a field other than nursing? Yes___ No___ F.T.___ P.T.___
4. If you are NOT now working in the area of your major, what is (are) the reason(s)?

   Family responsibilities _____
   Lack of availability of job in major_____
   Career change _____ If yes, what? _____
   Financial/fringe benefits _____
   Professional burnout _____
   Other _____ Please indicate ______________________________

   What positions have you held in your profession since graduation? Give in reverse order, i.e., your current position first. Include agency name, location, title of position.

   ____
   ____
   ____
   ____
   ____
   ____

St. Louis Community College is an equal opportunity and affirmative action employer.

5. By what means have you kept current in professional developments in nursing? (Continuing education, membership in professional organizations, journals, etc.)

6. Have you taken courses toward a B.S.N.? Yes ____ No ____
Have you completed courses toward a B.S.N.? Yes ____ No ____
Have you taken courses toward an M.S.N.? Yes ____ No ____
Have you completed courses toward an M.S.N.? Yes ____ No ____

7. If you have a B.S.N. or are working toward one, which college or university did/do you attend? ____________________

8. If you have an M.S.N. or are working toward one, which college or university did/do you attend? ____________________

9. Have you taken courses in areas other than nursing? Yes ____ No ____
Courses taken: ____________ Where: ____________

10. Do you have a degree beyond your A.D.N. in an area other than nursing? If so, what degree do you have? ____________________

11. Have you had occasion to participate in community or social welfare activities? Don't be too modest about your accomplishments. (Committees, school board, legislative activities, etc.)

12. Suggestions for involving alumni more actively in St. Louis Community College Forest Park affairs.

13. Would you enroll at Forest Park to take refresher courses or nursing update classes? Yes ____ No ____

14. Would you like to be put on our mailing list?

Current Address: ____________________

____

Please return this questionnaire in the enclosed envelope. Thank you for your cooperation.

The Nursing Faculty at Forest Park

Sue Meiner, Chairperson

13. PROVISION IS MADE FOR REGULAR AND SYSTEMATIC EVALUATION OF THE CURRICULUM. (cont.)

which is to provide feedback on the needs of the community and the performance of graduates. (See chart of curriculum evaluation schedule on the following page.)

SCHEDULE OF CURRICULUM EVALUATION

(New Curriculum *proposed schedule as of Fall, 1984)

LESSON/**COURSE** OBJECTIVES	MONTHS:	OCTOBER	DECEMBER	MAY
Fundamentals of Nursing (NUR:101 and 102)		X	X	X
Maternal-Newborn (NUR:103)		X	X	X
Adults and Children I (NUR:104) Nursing Laboratory Practicum (NUR:105)		X	X	X
A and C II (NUR:201)		*	*	*
A and C III (NUR:202)		*	*	*
Contemporary Nursing (NUR:203)		*	*	*
Nursing Management (NUR:204)		*	*	*
Level Objectives			X	X
Program Objectives				X
Philosophy				X
Conceptual Framework				X

LEGS

CURRICULUM

(narrative)

CURRICULUM

I. THE CURRICULUM IMPLEMENTS THE PHILOSOPHY AND OBJECTIVES OF THE UNIT IN NURSING.

The curriculum implements the philosophy and objectives of the unit in nursing by providing both nursing courses and general education courses in a balanced distribution. This format provides for a broad background of knowledge along with the development of specific nursing skills as course objectives are met. Selection and organization of nursing course content, learning experiences including clinical experiences, and instructional methodologies and materials are based upon those objectives delineated by Roe and Sherwood in Learning Experiences Guides for Nursing Students, Volumes I through IV, 3rd edition.

The courses in physical, biological, and behavioral sciences provide the student with a basic foundation which can be built during the implementation of the nursing program. Courses in English will provide a base upon which communication skills are improved. Courses in physical education, political science and electives may be taken to diversify learning experiences and meet specific requirements of state-supported institutions of higher education in Missouri.

The student is provided with a framework for understanding the historical and social occurrences which have and will influence the practice of nursing.

2. THE CONCEPTUAL FRAMEWORK AS DEVELOPED BY THE FACULTY REFLECTS THE PHILOSOPHY AND OBJECTIVES OF THE PROGRAM AND IS USED TO ORGANIZE THE CURRICULUM AND EACH NURSING COURSE.

The conceptual framework of our nursing program is an extension of the philosophy of the nursing faculty. Since we believe that each person is an integrated biological, intellectual and social being whose dynamic existence is directed toward meeting physiological and and psychosocial needs, the faculty has utilized Maslow's hierarchy of needs as the basis for this conceptual framework.

In his work on human motivation, Maslow presents a holistic-dynamic theoretical framework. These needs can be divided into a graduated scale of five levels.

1. Basic physiological needs of survival: maintains homeostasis by means such as food, fluids, and sleep to ensure survival.
2. Safety needs: desires an orderly, secure, predictable organized environment to provide freedom from harm and danger.
3. Belongingness and love needs: wishes for affectionate relationships and for a place in a group.
4. Esteem needs: includes two sets of needs which are, desires for (a) strength, achievement, adequacy, mastery, competence, confidence, independence, and freedom; (b) reputation and prestige from other people, status, dominance, recognition, attention, importance, and appreciation.
5. Self-actualization needs: wishes for a person to become what she or he is potentially-to become everything one is capable of becoming.[1]

2. THE CONCEPTUAL FRAMEWORK AS DEVELOPED BY THE FACULTY REFLECTS THE PHILOSOPHY AND OBJECTIVES OF THE PROGRAM AND IS USED TO ORGANIZE THE CURRICULUM AND EACH NURSING COURSE. (cont.)

The basic needs are viewed in terms of where each person is developmentally in the life continuum. At each developmental stage, there are specific tasks to be accomplished which affect the individual's ability to progress through a hierarchy of needs. The nursing courses are developed around a hierarchy of basic needs ranging from those required to sustain physical life to those required for optimal well-being. In viewing each person as always being at some point on the health-illness continuum, the focus of these courses is a positive, dynamic view of the individual as a comprehensive whole with the potential for growth and integration. An alteration in one or more of the basic needs which disrupts equilibrium may result in crisis and/or illness.

Each person is viewed as a social being having the right and responsibility to direct his own health-related activities. When self-direction is not possible, the individual has a right to quality health care within the framework of his own beliefs. Nursing intervention may be necessary to assist the individual and/or family to promote optimal health.

Nursing intervention is based upon the utilization of the nursing process by: assessing and establishing a data base about the client, analyzing identified needs and establishing goals; planning

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[1] A.H. Maslow, Motivation and Personality (New York: Harper and Row, 2nd ed., 1970)

a strategy to achieve the established goals; implementing and completing actions to accomplish defined goals; and evaluating the extent to which the goals have been achieved.[2] The use of Maslow's hierarchy focuses attention on the priority of needs, in that immediate survival needs must be satisfied before others can be accommodated. This hierarchy then becomes the basis for establishing nursing care priorities.

The nursing content is divided into fourteen courses using the Learning Experience Guides for Nursing Students (LEGS) as the organizational structure. The overall approach to the nursing courses involves mastery of learning through specific objectives which are contained in the Learning Experience Guides. The graphic symbols identified in the Learning Experience Guides have been accepted by the nursing faculty as the integrating components throughout the nursing curriculum.

During the first courses, the focus is on the healthy individual, the hierarchy of basic needs essential for his growth and development, and factors that affect those needs at each developmental level. The nursing process is the tool utilized by the student to learn nursing theory and skills.

In subsequent courses, the student proceeds to learn about common health problems that alter an individual's ability to meet basic needs. The emphasis is on the manifestations that occur when there is a modification in the fulfillment of a basic need.

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[2] National Council of State Board of Nursing, Inc. Feb./1980

2. THE CONCEPTUAL FRAMEWORK AS DEVELOPED BY THE FACULTY REFLECTS THE PHILOSOPHY AND OBJECTIVES OF THE PROGRAM AND IS USED TO ORGANIZE THE CURRICULUM AND EACH NURSING COURSE. (cont.)

In latter courses, further application of the nursing process is made in relation to more complex nursing problems throughout the life continuum. Theory and skills in advanced courses focus on needs of clients who require nursing care in specialty areas, and on the transition of the student to the graduate role. Each of these areas relies, in part, on knowledge from prior courses, and therefore requires increasing levels of knowledge and judgement.

(See Appendix D - Bound Separately)

3. OBJECTIVES FOR CLASSROOM AND CLINICAL EXPERIENCES OF EACH NURSING COURSE:

a. ARE RELATED AND CONCURRENT:

The classroom objectives are written and correlate closely with the clinical activities. Many of these objectives are also an expression of the related clinical learning experiences deemed necessary for student growth in the performance of nursing activities.

Clinical activities are selected to assist the student to meet specific related classroom objectives.

b. ARE MEASUREABLE:

The course objectives are expressed in measureable terms since they are written with action words and define the behaviors

b. ARE MEASUREABLE: (cont.)

expected of the student in each semester. The objectives convey to students what they should be able to do upon completion of each course. The course objectives are phrased in measureable terms in order to be effectively utilized in evaluating student performance.

c. DEMONSTRATE PROGRESSION:

The nursing program is comprised of fourteen (14) courses. These courses are designed to guide the student learning from simple to complex knowledge and skills. (See Curriculum Threads for L E G S curriculum as designed by Roe and Sherwood on the following pages.)

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

CURRICULUM THREADS

COURSE	111			112			113			114			115		
LEG	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
Communication and Mental Health		X	x	X	X	X	X			X	x	X	x	X	x
Body Mechanics and Alignment	X	X	X	x				X		X	x			x	
Asepsis	X	X	x				x	x	X	X	X		X	x	x
Crisis				x							x		x		
Mobility	X		X					x		X	x				
Regulatory	X	X	x	x		x			x	X	x	X		X	
Nursing Process	x	X	X	X	X	x	X	x	X	x	X	X	X	X	X
Nutrition and Fluids					X		X					X		x	
Pharmacology	x				X			X	X		X	x	x	x	X
Growth and Development				x		x	X	X	X			x	X	x	
Maternal Health					X		X	X	X		X				
Elimination							X			x	X		X		
Oxygenation		X		X						x					
Community	x								x		x	x	x	X	x
Transition															

X = major revision
x = minor revision

CURRICULUM THREADS

COURSE	116			117			118		
LEG	6A	7A	8A	6B	7B	8B	6C	7C	8C
Communication and Mental Health	X	X	X	x		x	X	x	X
Body Mechanics and Alignment		x		x					
Asepsis		X	x	x		X	x		x
Crisis	X	x	x	x		x	x	x	x
Mobility		x		x				x	
Regulatory	x	X	x	X	X	X	x	x	x
Nursing Process	X	X	x	X	x	x	x	x	x
Nutrition and Fluids		x	x	X	X	x	x	x	X
Pharmacology	X	X	x	X	x	x	X	X	X
Growth and Development	x	X	X	X	x	x	x	x	x
Maternal Health	x		X	x	x	X			x
Elimination		x	x	x	X	x			X
Oxygenation		X			x	x	X	X	x
Community		x	x	x			x	x	x
Transition									

CURRICULUM THREADS

COURSE	209			210			211		
LEC	9B	9C	10A	9A	10B	11C	10C	11A	11B
Communication and Mental Health	x	x	X	X	x	x	X	x	X
Body Mechanics and Alignment	X								x
Asepsis	x	X	x		X		x	x	x
Crisis	x	x	X	x	x	x		X	x
Mobility	X		x			x	x		
Regulatory	X	x	X	x	X	X	x	X	X
Nursing Process	X	X	X	X	X	X	X	x	X
Nutrition and Fluids	x	x		x	X	x		x	
Pharmacology	x	x	X	x	X	x	x		x
Growth and Development	X		x		x		x	X	x
Maternal Health								X	
Elimination		X	x		X	x	x		
Oxygenation	X		x		X	X	x	X	x
Community			x	x	x	x	x	X	x
Transition									

Revised: Aug. 1982

CURRICULUM THREADS

COURSE	71.212			71.213			71.214		
LEG	A	B	C	A	B	C	A	B	C
Communication and Mental Health	X	x	x	x	X		x		x
Body Mechanics and Alignment		x							x
Asepsis		x		x			x		x
Crisis		x	x	X	X	x	x		
Mobility		X		x					x
Regulatory	x	X	x	X	x	X	x	x	x
Nursing Process	X	X	X	X	X	X	x	x	X
Nutrition and Fluids		x	x	X	X	x	x		
Pharmacology		x	x	x		X			x
Growth and Development			x	x	X	x	x		X
Maternal Health				x	X		x		
Elimination		x	x	x	X	x			x
Oxygenation	-	x	X	X	X	x	x		
Community	x	x		x	x	x	X	x	x
Transition	X	x	x					X	x

4. THE CURRICULUM PROVIDES LEARNING EXPERIENCES WHICH DEVELOP KNOWLEDGE OF CULTURAL DIVERSITY AND ITS IMPLICATIONS FOR HEALTH CARE.

Throughout the nursing curriculum, the student is directed to look at cultural variations and how they affect the patient's/client's ability to meet his basic needs. Students are required to take courses in the humanities which will further broaden and deepen their understanding of man and his world.

The St. Louis Community College at Forest Park is located in a metropolitan area whose composition comprises a variety of cultural groups. The agencies used for clinical experiences are accessible and utilized by individuals from various cultural backgrounds; thereby enabling students opportunity for contact with persons from diverse populations. Cultural components affecting the satisfaction of basic needs are discussed in classes and in clinical conferences.

5. THE LEARNING EXPERIENCES AND THE METHODS OF INSTRUCTION ARE SELECTED TO FULFILL THE OBJECTIVES OF EACH NURSING COURSE.

The faculty selected the learning experiences and methods of instruction listed below to assist the student in fulfilling the objectives of each nursing course:

group discussions
lectures
demonstrations/return demonstrations
written assignments
clinical experiences
teacher-made tests

Other methods of instruction which are available for student utilization to meet stated objectives include:

reading books and journal articles
viewing films
viewing teacher-made videotapes
listening to audiotapes
using slide-audiotape presentations
using filmstrips
viewing slides while reading accompanying slide guides
playing instructional games
using videotaping followed by playback
practicing independently or in small groups, with or without an instructor
participating in role playing
observing role models in clinical laboratory
taking post tests

These learning experiences and methods of instruction were selected to provide a variety of methods for learning to meet the needs of students who have diverse learning rates and abilities.

6. THE CURRICULUM PROVIDES FOR INDIVIDUAL DIFFERENCES IN LEARNING AND ABILITIES.

The college provides for individual differences in learning and abilities and recognition of acquired proficiencies.

The college encourages qualified persons to obtain advanced standing through examinations such as College Level Examination Program (CLEP) and teacher-made challenge examinations.

One of the outstanding strengths of this campus is the Learning Achievement Center. This center is equipped to provide remedial studies in mathematics, English, reading and related communication skills. In addition to formal classes, selected types of remedial assistance is readily available for individual students or small groups.

Test desensitization, a series of counselling sessions, is available to nursing students who identify themselves as uncomfortably tense with written testing. Similar counseling sessions are available for students whose anxiety interferes with their productivity. Currently, a cooperative effort between counseling and the Learning Achievement Center is providing a special program for first semester students who demonstrate deficiencies in the learning process.

Self-tests help to guide students in knowing whether learning has occurred or if additional work is needed to meet the objectives.

6. THE CURRICULUM PROVIDES FOR INDIVIDUAL DIFFERENCES IN LEARNING AND ABILITIES. (cont.)

Weekly conferences with a nursing faculty advisor provide the student with additional assistance.

Persons with specific or nursing-related education or experience backgrounds are able to challenge the first, second, and third semester nursing courses. Challenge examinations include both theoretical and practical course objectives.
(See Appendix E for Credit by Examination and Advanced Standing Procedures for Nursing Courses.)

7. EVALUATION TOOLS REFLECT COURSE AND CLINICAL OBJECTIVES.

The course objectives are expressed in action words and define the behaviors expected of the student in each course. Because each course contains both theory and related practice, evaluation tools were developed to measure achievement in theory, college laboratory, and clinical laboratory. Students must achieve a satisfactory grade in theory, college laboratory, and clinical **laboratory** to pass a nursing course.

Evaluation of theory achievement. Faculty prepare written quizzes and tests to evaluate attainment of theoretical objectives for each course. Test items are related to the stated course objectives and include formats such as: multiple choice, matching, short answer, and completion. A satisfactory grade for each course has been defined as 79% or better.

Evaluation of college laboratory achievement. Many of the objectives in the nursing courses include a hand skill component. Wherever feasible, actual or simulated return demonstrations of hand skills are required in the college laboratory to provide hands-on experience prior to clinical practice. Faculty have specified critical requirements for each hand skill which must be completed in the college laboratory in order to receive a satisfactory grade in a nursing course. A laboratory practicum is also included to assess retention of skill performance at the end of the first semester and at other times throughout the program.

Evaluation of clinical laboratory achievement. The faculty believes there are characteristics common and essential to satisfactory daily student performance in the clinical laboratory. These characteristics require increasing levels of competence as the student progresses from the beginning nursing course to graduation. In an effort to evaluate attainment of these characteristics in a uniform and measureable way, the Criteria for Daily Clinical Performance and its accompanying check-list form was developed for student and faculty use. The criteria is used to help identify whether the components necessary for each clinical experience day were achieved at a satisfactory or unsatisfactory level. Satisfactory performance indicates the behavior has been completed according to the critical requirements for that behavior or accepted standard of care. Unsatisfactory performance indicates the behavior has not been completed according to the critical requirements or accepted standard of care.

The student demonstrates achievement of course objectives containing clinical components by participating in clinical laboratory experiences. As an outgrowth of each course's objectives, specific measureable clinical objectives were developed to serve as a tool to measure student achievement. These objectives are listed for each course in a Clinical Objective Book. Objectives specified as required must be completed in clinical laboratory in order to receive a satisfactory grade in a nursing course.

Written evaluations of clinical performance by student and instructor are required at least two times a semester. Subsequently, a conference is held to review these evaluations.

Clinical Objective Books from the first nursing course, (NUR:111), to the final course, (NUR:214), indicate commonalities as the student progresses through the nursing courses.

Some of these commonalities are: use of the nursing process, standards for acceptance of written work, the use of the Criteria for Daily Clinical Performance in conjunction with the Clinical Objective Book, and use of the Satisfactory/Unsatisfactory grading system. Criteria for daily clinical performance is in Appendix F. Examples of tools used for evaluations are displayed in Exhibits.

8. THE CURRICULUM MEETS THE REQUIREMENTS OF THE:

a. PARENT INSTITUTION
b. STATE BOARD OF NURSING
c. STATE

The "Graduation Requirements" of the College are listed on page 19 of the 1983-84 St. Louis Community College at Forest Park bulletin. They are as follows:

Requirements for Graduation:

To obtain an associate degree, you must:

1. Earn a minimum of 64 credit hours and complete, in residence, at least the last 15 hours applicable to your degree.
    a. A maximum of four credit hours from courses numbered below .100 may apply as unspecified electives defined by discipline, such as "science-mathematics elective," or "humanities-communications elective."
    b. A maximum of nine credit hours in special problems courses may apply as unspecified electives toward the Associate in Arts degree and the Associate in Applied Science degree. Special problems courses may not be applied as electives defined by discipline, [illegible] as "science-mathematics elective" or "humanities-communications elective."
2. Earn a cumulative grade point average of 2.0 (C) or higher. Credits from previously attended colleges are not computed in the average.
3. Complete an approved curriculum satisfactorily.
4. Complete a minimum of two credit hours of activity courses in physical education if you are under 21 when you become a regular student. Students 21 or older, veterans, and physically handicapped students may substitute credits for the physical education requirement.
5. Meet the course requirements in federal and state constitutions and American history and institutions by the satisfactory completion of one or more of the following courses: HST:100, American Civilization; HST:101, American History I (Honors); HST:104, American History II (Honors); HST:105, The United States in the Twentieth Century; PSC:101, Introduction to American Politics; PSC:102, American National Politics; PSC:103 State and Urban Politics; PSC:105, Constitional Issues.

NOTE: Completion of graduation requirements does not mean professional certification or registration or approval to sit for board or licensing examinations.

Completion of the nursing courses and the required general education courses that are listed on the addendum to the 83-84 College Bulletin meets all of the requirements of the College for the Associate in Applied Science Degree. The associate degree nursing program of the college is fully accredited by the Missouri State Board of Nursing meeting the standards for accreditation as stated in State of Missouri Minimum Standards For Accreditated Programs of Professional Nursing as adopted June 11, 1981.

One of the purposes of State Board accreditation, as stated on page 1 of Missouri Minimum Standards For Accreditated Programs of Nursing is to "assure graduates from accredited programs of professional nursing eligibility to submit an application for the Missouri Licensing Examination"*

A graduate of the nursing program is eligible to write the National Council Licensure Examination for Nursing - R.N. when it is verified that the candidate has successfully completed the program and is at least nineteen years of age. The Missouri State Board of Nursing requires receipt of an official transcript from the college registrar prior to writing the licensing examination.

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*State of Missouri Minimum Standards For Accredited Programs Of Nursing p. 1, June, 1981.

9. THE TOTAL CREDITS IN THE CURRICULUM ARE WITHIN THE GENERALLY ACCEPTED LIMITS OF 60 - 70 SEMESTER CREDITS FOR AN ASSOCIATE DEGREE.

The total number of credits in the nursing curriculum is 69 to 75. The nursing component is made up of 38 credit hours with the remaining 31 to 37 hours consisting of general education courses. The reason for the six credit hour difference is that the student who has not had chemistry within the last five years must complete a course in Fundamentals of Chemistry to meet graduation requirements. Also, physical education may be required for graduation.

The assignment of credit hours to each course shows a balance between classroom presentations and laboratory practice. The ratio between laboratory sessions in a science course is 2:1; in nursing, the ratio is 3:1. (See course sequence and hours.)

FIRST SEMESTER

COURSE	CREDITS	CLASS	NURSING COLLEGE LABORATORY	CLINICAL LABORATORY
BIO:207 Anatomy and Physiology I	4	3	2	
MTH:005 Nursing Math	1		2	
ENG:101 College Comp. I	3	3		
PSY:201 General Psychology	3	3		
NUR:111-115 Nursing I Nursing II Nursing III Nursing IV Nursing V	8	5 1/2	2	4

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SECOND SEMESTER

BIO:208 Anatomy and Physiology II	4	3	2	
PŶS:205 Human Growth and Development	3	3		
BIO:203 Microbiology	4	2	4	
NUR:116-118 Nursing VI Nursing VII Nursing VIII	9	5	2	10

THIRD SEMESTER

COURSE	CREDITS	CLASS	NURSING COLLEGE LABORATORY	CLINIACL LABORATORY
ENG:102 College Comp. II or ENG:103 Report Writing	3	3		
SOC:101 Introduction to Sociology	3	3		
PE (elective) Physical Education	1	1		
NUR:209-211 Nursing IX Nursing X Nursing XI	9	5	2	10

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FOURTH SEMESTER

HST:100 American Civilization	3	3		
PE (elective) Physical Education	1	1		
NUR:212-214 Nursing XII Nursing XIII Nursing XIV	12	6		16

Nursing

NUR:111 Nursing I **1 Credit**

Prerequisite: Acceptance into nursing program by the department. Grade prerequisite: 2.5 cumulative and session G.P.A.

This course is designed to introduce the student to the role of the nurse in meeting needs common to all patients. This course utilizes the nursing process as it introduces the following common daily needs: personal care and hygiene, environment, body alignment, and activity. Includes clinical experience.

NUR:112 Nursing II **1 Credit**

Prerequisite: NUR:111 Nursing I with a grade of "C" or better.

Continuation of NUR:111 Nursing I. This course utilizes the nursing process as it introduces the following common daily needs: nutrition and fluids, emotional and spiritual support, and medical treatment and care. Prenatal care is emphasized. Includes clinical experience.

NUR:113 Nursing III **2 Credits**

Prerequisite: NUR:112 Nursing II with a grade of "C" or better.

Continuation of NUR:112 Nursing II. This course utilizes the nursing process as it introduces the common daily needs of physical and mental adjustments. Emphasis is placed on normal growth and development and the effects of hospitalization on all age groups. Includes clinical experience.

NUR:114 Nursing IV **2 Credits**

Prerequisit: NUR:113 Nursing III with a grade of "C" or better.

Continuation of NUR:113 Nursing III. This course utilizes the nursing process as it introduces the following common daily needs: elimination and diversional and rehabilitative activities. Includes clinical experience.

NUR:115 Nursing V **2 Credits**

Prerequisite: NUR:114 Nursing IV with a grade of "C" or better

Continuation of NUR:114 Nursing IV. This course utilizes the nursing process as it introduces the common daily need of sleep and rest. This course is a transition to caring for persons of various age groups who are ill. Emphasis is placed on community resources. Includes clinical experience.

NUR:116 Nursing IV **3 Credits**

Prerequisite: Satisfactory completion of NUR:115 Nursing V, with a "C" or better BIO:201 Anatomy and Physiology I, and MTH:004 Nursing Mathematics. "C" in science and other courses. 2.5 session and cumulative G.P.A.

This course continues to utilize the nursing process in meeting the nursing needs of adults and children building upon concepts introduced in prior courses. Emphasis is placed on: the care of the client in crisis; the neurotic client; the pre and post-operative care of surgical clients; and the care of the newborn and postpartum mother. Both college laboratory and clinical experiences are provided.

NUR:117 Nursing VII **3 Credits**

Prerequisite: Satisfactory completion of NUR:116 Nursing VI with a "C" or better

Continuation of NUR:116 Nursing VI. This course continues to utilize the nursing process in meeting the nursing needs of adults and children building upon concepts introduced in prior courses. Emphasis is placed on: the care of the client with diabetes; the care of the client requiring fluid and electrolyte replacement therapy; and the care of the pregnant woman in labor and during delivery plus care of newborn in the delivery room. Both college laboratory and clinical experiences are provided.

NUR:118 Nursing VIII **3 Credits**

Prerequisite: Satisfactory completion of NUR:117 Nursing VII with a "C" or better.

Continuation of NUR:117 Nursing VII. This course continues to utilize the nursing process in meeting the nursing needs of adults and children building upon concepts introduced in prior courses. Emphasis is placed on the care of the client with respiratory, cardiovascular, and gastrointestinal disorders. Both college laboratory and clinical experiences are provided.

NUR:116, NUR:117, and NUR:118 can be completed in one semester

NUR:209 Nursing IX **3 Credits**

Prerequisite: NUR:118 Nursing VIII, BIO:202 Anatomy and Physiology II, and BIO:203 General Microbiology. "C" or better in Nursing, in sciences, and other courses. Cumulative and session G.P.A. of 2.5

This course continues to utilize the nursing process in meeting the nursing needs of adults and children building upon concepts introduced in prior courses. Focus is on assessment and appropriate nursing intervention in relation to problems in the following areas: (1) oncology (2) mobility (3) genito-urinary. Clinical experience is provided.

NUR:210 Nursing X **3 Credits**

Prerequisite: NUR:118 with a grade of "C" or better.

This course continues to utilize the nursing process in meeting the nursing needs of adults and children building upon concepts introduced in prior courses. Focus is on assessment and appropriate nursing interventions in relation to problems in the following areas: (1) psychiatric nursing (2) I.V. therapy, blood dycrasias and complications of liver failure (3) acute cardiac care. Clinical experience is provided.

NUR:211 Nursing XI **3 Credits**

Prerequisite: NUR:118 with a grade of "C" or better.

This course will meet nursing needs of adults and children building upon concepts introduced in prior courses. Focus is on assessment and appropriate nursing interventions in relation to problems in the following areas: (1) complications of pregnancy, childbirth, and the neonate (2) gynecological (3) neuro medical problems. Clinical experienced provided.

NUR:209, NUR:210 and NUR:211 can be completed in one semester.

Each student will have the following times one-third of the semester. (Each course will be repeated three times in the semester)

NUR:212 Nursing XII **4 Credits**

Prerequisite: NUR:209, NUR:210, and NUR:211 with a grade of "C" or better 2.5 session and cumulative g.p.a.

This course continues to utilize the nursing process in meeting the nursing needs of adults and children building upon concepts introduced in prior courses. Components of emergency care including burns and child abuse, neurological trauma, and health problems in the community are discussed. Clinical experiences include emergency room, intensive and administration of medications for groups of patients.

NUR:213 Nursing XIII **4 Credits**

Prerequisite: NUR:209, NUR:201, and NUR:211 with a grade of "C" or better and 2.5 session and cumulative g.p.a.

This course continues to utilize the nursing process in meeting the nursing needs of adults and children building upon concepts introduced in prior courses. Components of acute care of children, transition to the graduate nurse role, delivery of nursing care, and factors related to delivery of health care are discussed. Clinical experiences include the care of acutely ill child.

NUR:214 Nursing XIV **4 Credits**

Prerequisite: NUR:209, NUR:210 and NUR:211 with a grade of "C" or better and 2.5 session and cumulative G.P.A.

This course continues to utilize the nursing process in meeting the nursing needs of adults building upon concepts introduced in prior courses. Components include discussion of acute care of patients with respiratory and circulatory problems, endocrine disorders. and sensory alternations with medical and surgical disorders.

Each student will have the following times one-third of the semester. (Each course will be offered three times during the semester.)

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ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
ASSOCIATE IN APPLIED SCIENCE DEGREE NURSING PROGRAM

FALL, 1982

NURSING CURRICULUM

COURSE-TITLE	NO. WEEKS	COURSE NUMBER	CREDIT HOURS	CONTACT HOURS PER WEEK
FIRST SEMESTER	16			
*Anatomy-Physiology I	16	BIO:201 (70.133)	3	4
Nursing Mathematics	8	MTH:004 (45.003)	1	2
English Composition	16	ENG:101 (40.101)	3	3
General Psychology	16	PSY:201 (95.201)	3	3
Nursing I	3	NUR:111 (71.111)	1	12
Nursing II	2	NUR:112 (71.112)	1	12
Nursing III	3 2/3	NUR:113 (71.113)	2	12
Nursing IV	3 2/3	NUR:114 (71.114)	2	12
Nursing V	3 2/3	NUR:115 (71.115)	2	12
TOTAL:			18	24
SECOND SEMESTER	16			
*Anatomy-Physiology II	16	BIO:202 (70.134)	3	4
***Human Growth & Development	16	PSY:205 (95.225)	3	3
*Microbiology	16	BIO:203 (70.135)	4	6
Nursing VI	6	NUR:116 (71.116)	3	20
Nursing VII	6	NUR:117 (71.117)	3	20
Nursing VIII	5	NUR:118 (71.118)	3	20
TOTAL:			19	33
THIRD SEMESTER	16			
*Report Writing or English		ENG:103 (40.155)	3	3
Composition II	16	or ENG:102 (40.102)	3	3
Introduction to Sociology	16	SOC:101 (88.100)	3	3
**Physical Education	16	PE:xxx (90.111/ 102)	1	2
Nursing IX	6	NUR:209 (71.209)	3	19
Nursing X	6	NUR:210 (71.210)	3	19
Nursing XI	5	NUR:211 (71.211)	3	19
TOTAL:			15-16	25-27
FOURTH SEMESTER	16			
American Civilization	16	HST:100 (82.100)	3	3
**Physical Education	16	PE:xxx (90.112/ 102)	1	2
Nursing XII	6	NUR:212 (71.212)	4	25
Nursing XIII	6	NUR:213 (71.213)	4	25
Nursing XIV	5	NUR:214 (71.213)	4	25
TOTAL:			15-16	31-33

Nursing Courses = 38 cr. hrs.
General Education Courses = 29-31 cr. hrs.

No. Week - Class Weeks = 16 + Final Exam Wk = 1
Total = 17 weeks per semester

Fundamentals of Chemistry (CHM:101) is required of students who did not have high school chemistry within the five years before admission with a grade of "C" or better. Note: Basic Chemistry for Health CHM:113 - (72.053) instead of Fundamentals of Chemistry CHM:101 - (72.103) if taken before Fall, 1981.

Reading should be recommended according to need before admission: RDG:002, 1 cr. hr.; RDG:011, 3 cr. hrs.; and/or RDG:100, 3 cr. hrs.

It is recommended that you take the General Education courses specifically, Anatomy & Physiology and Microbiology prior to admission to the nursing program.

*Note: Prerequisite course(s).

**P.E. - 2 cr. hrs. must be completed prior to graduation by each student who is not 21 years of age on date of initial admission into the college.

***PSY:210 (95.210) instead of PSY:205 (95.226) if taken before Fall, 1980.

10. THE PHILOSOPHY AND OBJECTIVES OF THE UNIT IN NURSING GUIDE THE SELECTION OF GENERAL EDUCATION COURSES.

The rationale for selection and placement of general education courses in the nursing program is to assist the students in acquiring a sound educational foundation conducive to fulfilling the objectives of the nursing program.

To facilitate attainment of the curriculum objective related to growth and development, Human Growth and Development (PSY:205) is a required course. This is a survey course of the emotional, mental, physical and social needs of children, adolescents and adults. Analysis is made of multiple factors of behavior and personality. The course is taken in the first semester of the nursing program.

To facilitate attainment of curriculum objectives related to carrying out independent and interdependent modalities as well as health teaching, the following courses are required. Anatomy and Physiology I (BIO:207) focuses on the organization of cells into tissues, organs, and organ systems with indepth study of the integumentary, skeletal, muscular and nervous system and sensory receptors. This course is taken in the first semester. In the second semester of the program, students enroll in Anatomy and Physiology II (BIO:208). In this biologic science course, students study the integrative functions of the cardiovascular, digestive, respiratory, urogenital, reproductive and endocrine systems. Prior to enrollment in the third semester's course, students complete General Microbiology (BIO:203). This course introduces students to microbes with emphasis on morphology, culture techniques and biochemical activities of bacteria, viruses and fungi. Human disease-producing organisms are studied in regards to infections they cause as well as related resistance to infection.

To facilitate attainment of the curriculum objective related to legal and ethical aspects of nursing in conjunction with meeting a state-supported college requirement, American Civilization (HST:100), or its equilavent, is required. This course includes a study of American history, institutions and governments with special consideration given to the constitutions of the United States and Missouri. The course facilitates development of awareness of the governmental forces affecting health care policies and agencies.

To facilitate attainment of curriculum objectives related to communications as well as self-development, the following courses are required. College Composition I (ENG:101) is required during the first semester of the nursing program and is designed to meet writing needs of students by focusing on the elements of clear writing, well-organized expository essays, critical thinking, analytical writing, and when necessary, a review of principles of grammar. College Composition II (ENG:102) or Report Writing (ENG:103) is required prior to enrollment in the third semester of the nursing program. College Composition II emphasizes the documented research paper, argumentation and criticism. Report Writing focuses on development of clear writing through careful editing. General Psychology I (PSY:201) is also required prior to entering the third semester. This course, an introduction to the scientific study of human behavior, attempts to help students gain insight into their own and others' behavior as topics relating to psychological development are studied. Introduction to Sociology (SOC:101), required in the third semester of the program, provides students with information about factors determining social organization and behavior. Study includes the social interaction of individuals with each other, of individuals with groups, and groups with one another. Consideration is given to culture, social classes, population, and institutional life.

11. A BALANCED DISTRIBUTION EXISTS BETWEEN NURSING AND GENERAL EDUCATION CREDITS WITH NO MORE THAN SIXTY PERCENT OF THE TOTAL NUMBER OF CREDITS ALLOCATED TO NURSING COURSES.

The nursing curriculum which has both general education and nursing education components helps the learner to develop a base for understanding human nature through knowledge of the biological, physical, behavioral, and social sciences.

The nursing faculty holds the conviction that nursing education is most effective when the curriculum includes an approximately equal distribution of collegiate courses in general education and nursing.

This balanced distribution assists the graduate to cultivate those ideals which enable him/her to be a well rounded and self-directed person; and a person who recognizes the need to pursue knowledge for continued personal and professional growth. With this in mind, 38 credit hours is allotted to nursing and 31 to 37 credit hours to general education courses.

12. OPPORTUNITIES ARE PROVIDED FOR NURSING STUDENTS TO ENROLL IN GENERAL EDUCATION COURSES WITH STUDENTS IN OTHER MAJORS.

A nursing student may register for any courses offered that fit into his/her schedule. There are no special sections of general education courses offered specifically for the nursing student. This exposes the student to a wide variety of opinions and an opportunity for interchange that provides validation for his/her learning.

13. PROVISION IS MADE FOR REGULAR AND SYSTEMATIC EVALUATION OF THE CURRICULUM.

The faculty believes one of our most important evaluations is that of our product, the graduate nurse. Some of the most important evaluation tools are questionnaires (see attached form) which are sent to every graduate and employer one year postgraduation. These questionnaires are analyzed to identify any significant needs that might lead to curriculum revision.

The faculty considers evaluations by national, state, and local organizations as being valuable for the continual progress and enrichment of the program. The National Licensure Examination for Nursing-R.N. results are means by which our graduates are compared with other graduates on a national and state level.

The District Nursing Asvisory Committee serves as a liaison between the nursing program(s) and the community. Our nursing program has four representatives on the committee. Representatives include three persons from clinical agencies where we send students and one graduate of the program. The committee meets annually to carry out its duties, one of

St. Louis Community College
at Forest Park

5600 Oakland Avenue
St. Louis, Missouri 63110
Telephone 314/644-9100
Nursing Department
644-9313

Dear Forest Park Nursing Program Graduate:

We would like to know what has happened to the Nursing graduates of St. Louis Community College at Forest Park. Please complete the following information on your nursing education and nursing service:

1. What year did you graduate? ____________________

2. In what states are you licensed as an R.N.? ________________

3. Are you actively employed now? Yes___No___F.T.___P.T.___
   Are you actively employed in nursing? Yes___No___F.T.___P.T.___
   Are you employed in a field other than nursing? Yes___No___F.T.___P.T.___

4. If you are NOT now working in the area of your major, what is (are) the reason(s)?

   Family responsibilities _____
   Lack of availability of job in major_____
   Career change _____ If yes, what? _____
   Financial/fringe benefits _____
   Professional burnout _____
   Other _____ Please indicate ______________________________________

   What positions have you held in your profession since graduation? Give in reverse order, i.e., your current position first. Include agency name, location, title of position.

   ____

   ____

   ____

   ____

   ____

   ____

St. Louis Community College is an equal opportunity and affirmative action employer.

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5. By what means have you kept current in professional developments in nursing? (Continuing education, membership in professional organizations, journals, etc.)

6. Have you taken courses toward a B.S.N.? Yes _____ No _____
Have you completed courses toward a B.S.N.? Yes _____ No _____
Have you taken courses toward an M.S.N.? Yes _____ No _____
Have you completed courses toward an M.S.N.? Yes _____ No _____

7. If you have a B.S.N. or are working toward one, which college or university did/do you attend? ______________________________

8. If you have an M.S.N. or are working toward one, which college or university did/do you attend? ______________________________

9. Have you taken courses in areas other than nursing? Yes _____ No _____
Courses taken: ________________ Where: ____________________

10. Do you have a degree beyond your A.D.N. in an area other than nursing?
If so, what degree do you have? ______________________________

11. Have you had occasion to participate in community or social welfare activities? Don't be too modest about your accomplishments. (Committees, school board, legislative activities, etc.)

12. Suggestions for involving alumni more actively in St. Louis Community College Forest Park affairs.

13. Would you enroll at Forest Park to take refresher courses or nursing update classes? Yes _____ No _____

14. Would you like to be put on our mailing list?

Current Address: ______________________________

____

Please return this questionnaire in the enclosed envelope. Thank you for your cooperation.

The Nursing Faculty at Forest Park

Sue Meiner, Chairperson

13. PROVISION IS MADE FOR REGULAR AND SYSTEMATIC EVALUATION OF THE CURRICULUM. (cont.)

which is to provide feedback on the needs of the community and the performance of graduates. (See chart of curriculum evaluation schedule on the following page.)

SCHEDULE OF CURRICULUM EVALUATION (LEGS)

LESSON/COURSE OBJECTIVES	MONTHS:	OCTOBER	DECEMBER	MAY
Fundamentals of Nursing (Semester One) NUR:111, 112, 113, 114, and 115		X	X	X
SEMESTER TWO: NUR:116, 117 and 118		X	X	X
SEMESTER THREE: NUR:209, 210, and 211		X	X	X
SEMESTER FOUR: NUR:212, 213, and 214		X	X	X
LEVEL OBJECTIVES			X	X
PROGRAM OBJECTIVES				X
PHILOSOPHY				X
CONCEPTUAL FRAMEWORK				X

RESOURCES, FACILITIES, AND SERVICES

1. RESOURCES, FACILITIES, AND SERVICES THAT ARE NEEDED FOR EFFECTIVE FUNCTIONING OF THE UNIT IN NURSING ARE PROVIDED BY THE PARENT INSTITUTION.

Resources, facilities, and services which are necessary for effective functioning of the nursing program are provided by the college and the District. The nursing department facilities were constructed and have been occupied since 1967.

2. THE PHYSICAL FACILITIES ARE ADEQUATE TO MEET THE NEEDS OF THE UNIT IN NURSING AND INCLUDE THE FOLLOWING:

   a. OFFICES FOR THE ADMINISTRATOR, FACULTY MEMBERS AND STAFF.
   b. CLASSROOMS, LABORATORIES, AND CONFERENCE ROOMS.
   c. SPACE FOR EQUIPMENT AND INSTRUCTIONAL MATERIALS.
   d. SPACE FOR NONINSTRUCTIONAL ACTIVITIES OF FACULTY AND STUDENTS.

The offices for the administrator, faculty members, and staff are located on the fourth floor in the Life Science Division. This division also houses classrooms, laboratories, and a conference room. Within this structure is located the Life Science Division Dean's office.

The nursing department office is located across the hallway from the Nursing College Laboratory. The department Chairperson occupies a private office where student files are maintained. Her office connects to the department secretary's office which leads to the main hallway.

The full-time faculty members share double occupancy offices. Part-time faculty are assigned to a third desk in full-time faculty offices. The instructional assistant, who is in charge of the Nursing College Laboratory, and the part-time instructional assistant have office space in the Nursing College Laboratory.

Each faculty office provides desks, filing cabinets and book shelves, a bulletin board, typewriter and telephone. A chair is provided for each instructor and a guest to facilitate student-faculty conferences. The Life Science Conference Room is available for meetings on a sign-up basis. The work service room has computer equipment, a ditto machine, and a delivery service. Adjacent to this office is the supply room for office/teaching needs. The Nursing College Laboratory facilities, located on the fourth floor consists of one large room with a movable partition which allows usage of one area as a classroom without disruption of the student-practice area. The laboratory has sixty movable chairs, two large conference tables, one portable chalk board, and a bulletin board for each nursing semester. Along the walls are movable labeled cabinets for each semester and file cabinets for nurses' notes, graphics, etc. Another bulletin board exhibits pamphlets from health related organizations in the community. Also located in the lab are I.V. poles, one stretcher, two wheelchairs, several portable patient screens to provide privacy, and an overhead projector.

The Nursing College Laboratory contains eight simulated adult patient units. Other equipment includes: one female catheterization simulator; one I.M. injection simulator; three adult and three infant mannequins; one crib with croupette; one bassinette; two cardiac monitors; one I.V. arm simulator; one CPR mannequin; an examining table; tracheal and gastric suction machines; a Med-prep medicine unit; a Market Forge nourishment and ice station; orthopedic equipment including crutches; and a Hoyer lift.

Many kinds of supplies, equipment and individual learning units for check-out are available for the students' use in mastering the many skills needed to function effectively in the clinical setting. Multiple storage cabinets for equipment and instructional materials are available along the walls of the laboratory.

The walled bookcases contain donated copies of unbound nursing journals and additional nursing textbooks for the students. Equipment is inventoried at the end of each school year and supplies are ordered as needed.

Large portable tables and an examination table are available to set up specific practice areas in the laboratory when the need arises. Students have both a required lab time with a clinical instructor and may also sign up with an instructional assistant to practice skills. Students receive instructions for the use of the Nursing College Laboratory at the beginning of each semester.

Study carrels and student restrooms are conveniently located near the entrance to each floor. Vending machines are centrally located on the fourth floor as well as in other areas on the campus.

Classrooms and conference rooms are available on the college campus for nursing courses as well as general education courses. Classrooms are assigned to nursing faculty each semester throughout the college complex. All classrooms are equipped with chalkboards, overhead projectors, a mounted movie screen and a desk or speaker's podium. In regular classrooms, none of the seats are installed permanently so that seating capacity can be changed and informal groupings of seats can be achieved as needed. Lecture halls with fixed, tiered seating arrangements are available for use.

3. LIBRARY RESOURCES AND INSTRUCTIONAL MATERIALS ARE COMPREHENSIVE, UP TO DATE, AND AVAILABLE.

Within St. Louis Community College, Instructional Resources has been assigned the responsibility for the development of library and media services which support the instructional goals of the College.

Under the direction of the Associate Dean for Instructional Resources (IR), the Forest Park IR operation consists of three departments - Instructional Television, Library Services, and Media Services. Instructional Television is responsible for programming, television production, and playback.

The Library staff, in conjunction with the faculty members, have responsibility for the book and non-print media collection, plus the expenditure of the budgets associated with this function. The physical ordering, cataloging, and processing is done by the Technical Service Office at the Administrative Center.

Media Services is responsible for the ordering of 16mm films, scheduling, delivery, and maintenance of audio-visual equipment, instructional development of materials, and graphics to support classroom needs, and managing the campus offset duplicating operation.

Materials which are not on the required reading lists for all nursing students and editions of books on reserve are housed in the regular circulating collection.

St. Louis Community College has a computer-output-microfilm (COM) catalog. The library and media holdings for all three St. Louis Community Colleges are listed on a COM catalog which is produced quarterly. New acquisitions added to the collection between catalogs are listed on a weekly computer print-out arranged by author, title, subject, and call number. In addition, the Forest Park Library produces a monthly "new acquisitions list" which is arranged in a broad subject breakdown based on the Dewey Decimal classification system. Copies of this acquisitions list are mailed to faculty members and are made available at the circulation desk for anyone else who is interested. The motion pictures are in a district-wide collection and are booked through the Media Services Department. The Library has compiled a list of books, periodicals, audio-visual materials, and video tapes owned by Forest Park which support the nursing curriculum.

There are several types of reciprocal borrowing agreements available which allow our students and faculty to have access to a wide range of libraries affiliated with the major medical centers in St. Louis.

Each department within Instructional Resources provides instruction in the use of its facilities. Instructional Television (ITV) provides individualized instruction to students using the portable television equipment. In addition, the Faculty ITV Committee, which includes representatives from each of the instructional divisions, works closely with members of their division and ITV staff members to be sure that faculty are aware of the services and facilities available.

The Library Instruction/Orientation program is designed to meet three major objectives: 1) introduce students to our facilities; 2) provide instruction in the use of our COM catalog and the Reader's Guide to Periodical Literature; and 3) meet the specific library needs of individual courses. Faculty members interested in using one or more of these services in their classes contact one of the references librarians. Specific services which are available to students and faculty are delineated in two Library publications, the "Library Guide" (for students) and "Library Services for the Faculty." In addition, a great deal of instruction in the use of the Library and its resources takes place during orientation week and on an individualized basis as students use the Library.

Workshops are provided for faculty on how to use the audio-visual equipment. Services provided by the Media Services Department are available on request and are provided to both individuals and groups. "The Media Services Handbook", which is distributed to faculty and staff, explains the services and equipment available, how to obtain them, and departmental policies and procedures. Media Services also presents workshops for students on the use of audio-visual materials and equipment. These workshops are done at the request of individual faculty members and are directly related to instructional objectives.

A professional IR staff person is a member of the team that plans and implements the new faculty orientation program. About 75% of the in-service training provided new faculty is related to IR facilities and services.

The physical layout of the Forest Park campus allows us to make maximum use of audio-visual equipment. Instead of having to delegate equipment to a number of different buildings, our layout allows Media Services to set up equipment where it is needed for the length of time specified. Therefore, equipment can be back in service in a fairly short period of time. This has enabled us to provide excellent service. (See Instructional Resources Budget and Materials Expenditures in Appendix H.)

4. SECRETARIAL AND OTHER SUPPORTING SERVICES ARE SUFFICIENT TO MEET THE NEEDS OF THE UNIT IN NURSING.

The nursing department employs one full-time secretary. A copier machine is available on campus in the Media Services area. Printing for multiple copies is available in the same area.

Services necessary for application and admission to the nursing program are supplied by the Admissions and Records Office. Registration for each semester is accomplished through this same office. Academic advising for students entering the nursing program is shared by the Counseling Department and the Chairperson. The first semester course coordinator attends the large group advising sessions to answer questions regarding initial transition to the clinical nursing courses.

The business office is responsible for collection of all tuition and fees. The registrar on the College campus is responsible for maintenance of academic records. Loans and other types of financial aid with the necessary records are provided through the Office of Student Aid.

The mail service not only receives the U.S. mail and distributes it to areas on the campus, but is also responsible for inter-departmental and inter-campus distribution of mail.

All incoming telephone calls are directed to individual offices. They are relayed to the nursing secretary, if not answered. The campus switchboard will direct calls to individual faculty if the general College number is called. Local outgoing calls are dialed direct. Long distance calls are placed through the operator.

5. THE FACULTY IDENTIFIES AND SELECTS CLINICAL FACILITIES SUITABLE TO MEET THE OBJECTIVES OF THE CURRICULUM.

Clinical facilities needs are discussed by the nursing faculty and recommendations are made to the Chairperson. The Chairperson contacts the appropriate persons of the recommended agency to determine the availability of its facilities. Upon confirmation of the availability, a conference is held with the agency personnel, Chairperson, and one or two faculty members who will be responsible for student learning experiences in the agencies. The Life Science Division Dean may choose to accompany the nursing faculty on the initial tour of the proposed facility.

The clinical facilities utilized by the program include four private general hospitals, one city owned general hospital, a federally owned Veterans' Administration hospital, a state owned psychiatric hospital, a private children's hospital, and two nursing homes. All facilities utilized for clinical experience are visited and approved by the Missouri State Board of Nursing before being utilized. (Appendix I)

6. WRITTEN AGREEMENTS ARE MUTUALLY DEVELOPED BY THE PARENT INSTITUTION AND EXTERNAL AGENCIES FOR USE OF CLINICAL FACILITIES.

a. AGREEMENTS ENSURE THAT FACULTY MEMBERS HAVE CONTROL OF STUDENTS AND FREEDOM TO SELECT APPROPRIATE LEARNING EXPERIENCES:

Legally binding written agreements are reviewed annually by the District for the use of community health facilities to ensure that the nursing faculty have the responsibility for the student and freedom to select appropriate learning experiences. Initially, the agencies are visited by the department chairperson, accompanied by the Division Dean, before agreements are written. When both the agency and the College are satisfied with the conditions of the agreement, approval must be obtained from the Missouri State Board of Nursing. (See Appendix - J, example of contract.)

b. AGREEMENTS ARE PERIODICALLY REVIEWED AND REVISED IF NECESSARY.

c. AGREEMENTS HAVE TERMINATION CLAUSES WHICH PROVIDE SUFFICIENT TIME FOR ENROLLED STUDENTS TO MEET THE OBJECTIVES OF THE CURRICULUM:

Contractual agreements with the institutions used for clinical experiences are revolving agreements which are reviewed annually. These agreements may be terminated or changed as necessary with 60 days notice by either party before they are scheduled to become due again. The revisions are all completed prior to the following school year.

7. FACULTY CONDUCT PERIODIC EVALUATION OF RESOURCES, FACILITIES AND SERVICES.

There is on-going evaluation of resources, facilities, and services.

7. FACULTY CONDUCT PERIODIC EVALUATION OF RESOURCES, FACILITIES, AND SERVICES. (cont.)

Faculty members who serve on the Nursing Instructional Resource Committee work with library personnel to keep nursing literature current. The nursing faculty recommends to the Chairperson of the department, books and audio-visual aids, or any other equipment they feel would be helpful for student learning.

When audio-visual materials are received by the District or the college for previewing, the materials are sent to the nursing faculty who view them and complete a standard evaluation form which includes recommendation for purchase. Prior to the completion of the budget, the Chairperson of the department requests suggestions by the faculty for audio-visual aids and equipment to be included in the budget.

The physical facilities for the nursing program, primarily the open laboratory, were planned to accomodate a maximum enrollment of 280 nursing students. There are no plans to increase enrollment at this time; therefore, the current laboratory facilities are adequate. Community health facilities are reviewed periodically by the nursing faculty and recommendations and changes are made as required.

Long term projected plans of the District resources and facilities are reviewed and revised as necessary. Nursing faculty have input into the process through personal service on various college or District committees or through their representatives on committees. The District office does random sampling of faculty for suggestions for improvement in service. Individual departments at the college periodically send out forms for evaluation of services and suggestions for improvement.

APPENDIX A

NURSING FACULTY TEACHING LOADS
BUDGET AND FACULTY DATA FORMS (Separate Bound)

FACULTY TEACHING LOAD

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
Institution

NURSING DEPARTMENT
Unit in Nursing

NURSING FACULTY TEACHING ASSIGNMENT AND LOAD

FULL-TIME FACULTY

Faculty Name	Course Number	Fall Semester** Teaching Hours/Week				Course Number	Spring Semester** Teaching Hours/Week			
		Class Room*	Clinical Lab.	Campus Lab.	Other Groups		Class Room*	Clinical Lab.	Campus Lab.	Other Groups
Barnes, Marybelle	NUR 210	5	10	2	3	NUR 210	5	10	4	1
Beck, Marjorie	NUR 116 117 118	10/ 3 fac	10	4	3	NUR 104	5/ 2 fac	10		
						NUR 105			4	
Corr, Donna	NUR 101	6/ 3 fac	8		4	NUR 101	3/ 3 fac	12		
	NUR 102			10	2	NUR 102			8	
Evans, Marion	NUR 209	5	10	2	4	NUR 209	5	10	2	4
Hall, Patricia	NUR 214		16		4	NUR 214	5	16		
Hedlger, JoAnn	NUR 116 117 118	10/ 3 fac	10	4	3	NUR 103	5	10		
						NUR 105			6	
Horstman, Shirley	NUR 101	6/ 3 fac	8		4	NUR 101	3/ 3 fac	12		
	NUR 102			12		NUR 102			8	
Lang, Rose Ann	NUR 212	6	16		2	NUR 212	5	16		
Manary, Mardl	NUR 213	6	16		2	NUR 213	5	16		

*Indicate if shared (team teaching)

**If on quarter or any other system prepare appropriate form

Include additional assignments, if any.

FACULTY TEACHING LOAD

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
Institution

NURSING DEPARTMENT
Unit in Nursing

NURSING FACULTY TEACHING ASSIGNMENT AND LOAD

FULL-TIME FACULTY

Faculty Name	Course Number	Fall Semester** Teaching Hours/Week				Course Number	Spring Semester** Teaching Hours/Week			
		Class Room*	Clinical Lab.	Campus Lab.	Other Groups		Class Room*	Clinical Lab.	Campus Lab.	Other Groups
Meiner, Sue	NUR 211	5		2	3	NUR 209			2	
						NUR 104	5/ 2 fac.		2	4
Nelson, Joan	NUR 116 117 118	10/ 2 fac.	10	4	3	NUR 210	5	10	2	3
Williams, Ethel	NUR 101	6/ 3 fac.	8		2	NUR 101	3/ 3 fac.	12		
	NUR 102			10	4	NUR 102			8	

*Indicate if shared (team-teaching)

**If quarter or any other system prepare appropriate form

Include additional assignments, if any.

FACULTY TEACHING LOAD

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
Institution

NURSING DEPARTMENT
Unit in Nursing

NURSING FACULTY TEACHING ASSIGNMENT AND LOAD

PART-TIME FACULTY

Faculty Name	Course Number	Fall Semester** Teaching Hours/Week				Course Number	Spring Semester** Teaching Hours/Week			
		Class Room*	Clinical Lab.	Campus Lab.	Other Groups		Class Room*	Clinical Lab.	Campus Lab.	Other Groups
Bess, Karen	—					NUR 103	5	6		
						NUR 105			1	
Borgmeyer, Anne	NUR 211		10	2		NUR 211		10	2	
Brafman, Phyllis	NUR 209		10			NUR 209		10		
Dotson, Patricia	NUR 214	6				NUR 214		12		
Edwards, Brenda	NUR 116 117	4	6	2		NUR 211 Five weeks only	4	6	2	
Hamilton, Elizabeth	—					NUR 104		10	2	
Klahr, Carol	NUR 101		6			NUR 101		6		
	NUR 102			1					1	
Lambert, Marie	NUR 101		4	2	1	NUR 103		10		
Mahoney, Christine	NUR 212		12			NUR 212		12		
Nieburg, Allyne	NUR 116		10	2		----------				
Phillips, Margaret	NUR 118		10	2		NUR 103	5	6	1	0

*Indicate if shared (team-teaching)

**If on quarter or any other system prepare appropriate form

Include additional assignments, if any.

FACULTY TEACHING LOAD

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
Institution

NURSING DEPARTMENT
Unit in Nursing

NURSING FACULTY TEACHING ASSIGNMENT AND LOAD

PART-TIME FACULTY

Faculty Name	Course Number	Fall Semester** Teaching Hours/Week				Course Number	Spring Semester** Teaching Hours/Week			
		Class Room*	Clinical Lab.	Campus Lab.	Other Groups		Class Room*	Clinical Lab.	Campus Lab.	Other Groups
Van Rees, Diane	NUR 117 118		10	2		NUR 209 211 10 weeks		10	2	
Wehling, Barbara	NUR 210	3		2	8 wks.	NUR 211 a.m. & p.m.	8		2	
	211	5			5 wks.					
Wolf, Mary	NUR 116 118		10	2		NUR 116 117		10	2	

*Indicate if shared (team-teaching)
**If quarter or any other system prepare appropriate form

Include additional assignments, if any.

APPENDIX B

FACULTY DATA FORMS

SUMMARY OF FACULTY DATA FORMS

Institution ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK

Date May, 1984

Name	Date of Appointment	Current Rank*	Current Status (FT/PT)	Education						Experience				
				Undergraduate			Graduate			Teaching		Nursing Service		Other
				Degree	Year	Major	Degree	Year	Major	Type of Program	Years	Position	Years	Explain continue on back
Barnes, Marybelle	8/69	Prof.	FT	BSN	1955	Nsg.	MSN	1958	Psych. Nsg.	BSN MSN AD	7 7 14	Staff H.N.	3 3/4 3	
*Beck, Marjorie	8/76	Assoc. Prof.	FT	BSN	1960	Nsg.	MSN	1977	Psych. Nsg.	DIP BSN AD	4 1 1/2 12 1/2	Staff Sup/Dir	7 7	
Bess, Karen	8/82	Inst.	PT	BSN	1972	Nsg.	MaEd	1982	Educa.	DIP AD	10 2	Staff H.N. Educa.	6 2 11	
Borgmeyer, Anne	8/80	Inst.	PT	BSN	1973	Nsg.	MSN	1977	Ped. Nsg.	AD	4	Staff Cl. Pr.	3 1/2 1	
Brafman, Phyllis	1/80	Inst.	PT	BSN	1969	Nsg.				DIP AD	7 1/2 4	Staff Nsg/Adm	3 1/2 8 1/2	
Corr, Donna	8/80	Inst.	FT	BSN	1959	Nsg				AD	4	Staff Educa.	6 1 1/2	
Dotson, Patricia	8/82	Inst.	PT	BSN	1977	Nsg				DIP AD	3 2 1/2	Staff	6	
Edwards, Brenda	1/82	Inst.	---	BSN	1973	Nsg.				AD DIP	1 1/2 6	Staff	2	
*Evans, Marion	8/68	Assoc. Prof.	FT	BSN	1962	Nsg.	MPH	1965	Public Health	BSN AD	2 15 1/2	Staff H.N.	6 2	
Hall, Patricia	8/71	Assoc. Prof.	FT	BSN	1955	Nsg.	MSN	1958	Psych. Nsg.	DIP AD	13 13	Staff (concurrent 10)	3	
Hamilton, Elizabeth	1/84	Inst.	PT	BSN	1979	Nsg				AD	1/2	Staff	3 3/4	

*Indicate with Asterisk if responsible for course leadership.

6/82

SUMMARY OF FACULTY DATA FORMS

Institution ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK

Date May, 1984

Name	Date of Appointment	Current Rank*	Current Status (FT/PT)	Education						Experience				
				Undergraduate			Graduate			Teaching		Nursing Service		Other
				Degree	Year	Major	Degree	Year	Major	Type of Program	Years	Position	Years	Explain continue on back
Hediger, JoAnn	8/66	Assoc. Prof.	FT	BSN	1955	Nsg.	MSN	1965	Matern. Child Nsg.	DIP BSN AD	5 1/2 1 17	Staff & H.N.	4 1/2	
*Horstman, Shirley	8/76	Assoc. Prof.	FT	BSN	1976	Nsg.	MSN	1971	Med/ Surg	DIP AD	9 10	Staff In-serv.	3 4	
Klahr, Carol		Inst.	PT	BSN		Nsg.	MSN		Med/ Surg					
*Lang, Rose Ann	8/75	Prof.	FT	BSN	1964	Nsg.	MSN	1967	Med/ Surg	DIP BSN AD	8 5 12	Staff	6 1/2	
Lambert, Marie	6/29	Inst.	PT	BSN	1958	Nsg.				LPN AD	5 18	Staff Superv.	10 5	
Mahoney, Christine	8/82	Inst.	PT	BSN	1973	Nsg.				AD	2	Staff	9	
Meiner, Sue	8/83	Assist. Prof.	FT	BSN	1978	Nsg.	MSN	1983	Med/ Surg	LPN Cnt.Ed. AD	2 1/2 1 1/2 1	Staff Adm.	5 1/2 2 1/2	
Nelson, Joan	8/71	Prof.	FT	BSN	1961	Nsg.	MSN	1976	Psych. Nsg.	BSN DIP AD	2 2 12	Staff HN/SUP	2 5	
Nieburg, Allyne	8/82	Inst.	--	BSN	1982	Nsg				DIP AD	4 1 1/2	Staff Superv.	2 4	
Phillips, Margaret	8/82	Inst	PT	BSN	1973	Nsg.	MA	1981		DIP AD	7 1	Staff Admin	10 4	
Van Rees, Diane	8/81	Inst.	PT	BSN	1969	Nsg				DIP AD	5 3	Staff Admin	5 3	

*Indicate With Asterisk If responsible for course leadership

6/82

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SUMMARY OF FACULTY DATA FORMS

Institution ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK

Date May, 1984

Name	Date of Appointment	Current Rank*	Current Status (FT/PT)	Education						Experience				
				Undergraduate			Graduate			Teaching		Nursing Service		Other
				Degree	Year	Major	Degree	Year	Major	Type of Program	Years	Position	Years	Explain continue on back
Wehling, Barbara	8/83	Inst.	PT	BSN	1976	Nsg.	MSN	1978	Med/ Surg	DIP Cnt. Ed. AD	2 3 1/2 1	Staff Admin.	3 8	
Williams, Ethel	9/77	Assit. Prof.	FT	BSN	1975	Nsg.	MSN	1983	Med/ Surg.	AD	6	Staff	20	
Wolf, Mary Kay	8/80	Inst.	PT	BSN	1967	Nsg	MSN	1970	Matern Nwbn.	BSN AD	3 8	Staff Cl. Prac.	1 1/2 3 1/2	

*Indicate with asterisk if responsible for course leadership.

6/82

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APPENDIX C

STUDENT PROFILE

ENTERING NURSING STUDENT PROFILE SURVEY

January, 1984

SEX AND RACE

Male 9:		Female 46:	
Black	1	Black	21
White	7	White	23
Hispanic	1	Hispanic	1
		Other	1

AGE DISTRIBUTION

18 - 25:	22
26 - 34:	18
35 - 44:	6
45 and over	2

MARITAL STATUS

Single	19
Married	16
Divorced	11
Separated	2
Widowed	0

CHILDREN

YES	19	Preschool	17	High School	7
NO	29	Elementary	16		

EDUCATIONAL LEVEL:

G.E.D. 3

High School 45

Post High School - 4

  Bachelors - 2

  Masters - 2

ADMITTED TO NURSING PROGRAM DIRECTLY FROM HIGH SCHOOL:

YES	1
NO	47

PREVIOUS EXPERIENCE IN THE HEALTH FIELD:

LPN	5
Student from another nursing program	7
Health care work experience	20

ELEVENTH GRADE OR BETTER READING LEVEL:

Fifty-five

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
Student Enrollment, Characteristics, and Credit Hour Report

SPRING SEMESTER 1984 - CENSUS REPORT

	SPRING 84	% OF TOTAL	SPRING 83	% OF TOTAL
HEADCOUNT	8,345		8,691	
Regular College	7,507			
*Community Service Career & Transfer (917 less 179 duplicates)	738			
New Students (includes 420 transfer)	1,624	19.5	1,870	21.5
Re-entry	1,233	14.8	1,501	17.3
Continuing	5,487	65.7	5,320	61.2
Not identified	0	0.0	0	0.0
STATUS				
Freshmen (less than 30 hours)	4,661	55.9	2,670	31.8
Sophomores	2,376	28.5	2,143	24.7
Unclassified	1,308	15.7	3,878	44.6
Full Time	2,359	28.3	2,408	27.7
Part Time	5,986	71.7	6,283	72.3
Day	4,920	59.0	5,140	59.1
Evening	3,425	41.0	3,551	40.9
**CURRICULA				
*College Transfer	3,572	42.8	1,894	21.8
*Terminal Occupational	3,465	41.5	2,919	33.6
Unclassified	1,308	15.7	3,878	44.6
(*Student working toward a certificate or degree.)				
RESIDENCY				
City of St. Louis/ St. Louis County	8,025	96.2	8,251	94.9
Missouri - Out-of-District	137	1.6	191	2.2
Out-of-State	143	1.7	202	2.3
International	39	.5	47	.5
SEX				
Male	3,662	43.9	3,640	41.9
Female	4,683	56.1	5,047	58.1

** - Beginning with Spring 1984, all students are encouraged to declare an educational goal to conform to Federal regulations for student aid. This accounts for the discrepancy in the curricula report for Spring, 1983.

Student Enrollment, Characteristics, and Credit Hour Report
(Continued)

	SPRING 84	% OF TOTAL	SPRING 83	% OF TOTAL
AGE				
Under 21	1,890	22.6	2,019	23.2
21 - 25	2,319	27.8	2,381	27.4
26 - 30	1,720	20.6	1.824	21.6
31 - 35	1,032	12.5	1,043	12.0
36 - 40	565	6.8	550	6.3
41 - 50	539	6.5	534	6.1
51 - 60	196	2.3	206	2.4
61 - Over	77	.9	84	1.0
CREDIT HOURS				
Total	65,134		68,343	
Day	45,060	69.2	46,524	68.1
Evening	20,074	30.8	21,819	31.9
Regular College	62,008	95.2	65,569	95.9
Community Service	3,126	4.8	2,774	4.1
*Full-Time Equivalent (Based on 12 hours)	5,427.83		5,695.25	
Average Credit Hour Load	7.805		7.864	

*Note: The Missouri State reports are based on 15 hours for full-time, which for 1984 would be 4,342.27.

This report will differ slightly from the report published by the Administrative Center which deducts headcount and credit hours of fourth week withdrawals required for Federal and State reporting.

Office of Admissions and Registration
February 22, 1984
Elizabeth Halpin

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ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK

Report of Students by Curricula - Spring, 1984
(Students Committed to Working Toward a Degree or Certificate)

	Full Time	Part Time	Total
TRANSFER			
Art	12	33	45
Arts & Science	26	38	64
Business Administration	218	424	642
Computer Science	10	12	22
Engineering	66	64	130
*General Transfer Studies	415	1,095	1,510
Life Science	11	25	36
Mathematics	3	21	24
Music	21	31	52
Undecided	93	954	1,047

(* Includes students completing formal Liberal Arts and General Education curricula.)

	Full Time	Part Time	Total
CAREER			
Accounting - Degree	23	46	69
Accounting - Certificate	2	7	9
Administrative Medical Assistant	9	12	21
Advertising Design & Commercial Art	33	42	75
Automotive Technology	22	8	30
Banking & Finance	12	10	22
Bio-Medical Technology	34	26	60
Building Inspection & Code Enforcement - Certificate	0	3	3
Building Inspection & Code Enforcement - Degree	2	7	9
Business Administration - Certificate	1	2	3
Child Care Assistant	34	25	59
Child Development Associate	15	13	28
Chef's Apprentice - Certificate	5	38	43
Clerk Typist - Certificate	10	18	28
Clinical Laboratory Technology	31	22	53
Criminal Justice			
Corrections - Certificate	19	14	33
Corrections - Degree	26	21	47
Law Enforcement - Certificate	0	1	1
Law Enforcement - Degree	41	28	69
Data Processing - Certificate	2	4	6
Data Processing - Degree	233	400	633
Dental Assisting - Certificate	10	7	17
Dental Hygiene	14	42	56
*Electrical/Electronic Technology	2	6	8
Engineering Drafting - Certificate	8	8	16
Engineering Technology - Electrical	3	8	11
Engineering Technology - Electronic	58	86	144
Engineering Technology - Mechanical	21	42	63

CAREER (Continued)

	Full Time	Part Time	Total
Fire Protection Technology - Certificate	0	0	0
Fire Protection Technology - Degree	4	21	25
Fire Protection Technology - Safety	1	4	5
Emergency Medical Technician (ICE)	3	43	46
Funeral Service Education	33	6	39
Hospitality/Restaurant Management	113	115	228
Human Services	41	27	68
Industrial Engineering Technology - Electronics	1	14	15
Manufacturing Technology	3	9	12
Mass Communications	59	77	136
Medical Office Assistant - Certificate	4	6+	10+
Medical Transcriptionist - Certificate	7	12	19
Microprocessors	1	4	5
Nursing	65	151	216
Plumbing & Design Technology	0	5	5
Radiologic Technology	50	3	53
Respiratory Technician - Certificate	13	0	13
Respiratory Therapy - Degree	36	9	45
Robotics	7	13	20
Secretarial - Certificate Shorthand	0	1	1
Secretarial - Degree Shorthand	31	33	64
Secretarial - Certificate Word Processing	1	1	2
Secretarial - Degree Word Processing	26	27	53
Surgical Technology - Certificate	6	18	24
Tourism - Certificate	2	2	4
Tourism - Degree	45	71	116
Ultrasound - Certificate	13	1	14
Preparation for Allied Health Programs	186	377	563
Preparation for Careers at FVCC & MCC	12	15	27

Office of Admissions and Registration
Elizabeth Halpin
February 22, 1984

Note: This information based on curriculum reports, 02/18/84.

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ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
Report of Student Enrollment According to High School

ST. LOUIS CITY -- Public High Schools

Beaumont High School	279
Business & Office High School	11
Central High School	139
Cleveland High School	141
Eads, James B. High School (Work Study High School)	17
Elias Michael School	1
Hadley Technical High School	17
Kennard N J ROTC Academy	1
King, Martin Luther High School	7
Lincoln, Abraham High School	1
Math-Science High School	24
McKinley High School	136
Metro High School	16
Missouri School for the Blind	2
Northwest High School	154
O'Fallon Technical High School	174
Pruitt High School	2
Rock Spring High School	1
Roosevelt High School	172
Soldan High School (Blewett)	300
Southwest High School	246
Sumner High School	316
Vashon High School	218
Visual & Performing Arts High School	44
Washington Technology School	8
TOTAL	2,427

ST. LOUIS CITY -- Non-Public High Schools

Augustinian Academy	3
Bishop DuBourg High School	168
Cardinal Ritter High School	3
Christian Fundamental	2
Crossroads School	1
DeAndreis High School	25
Gateway Christian High School	1
LaBoure High School	41
Logos High School	4
Lutheran Central High School	4
McBride High School	7
Province Senior High School	2
Rosati Kain High School	45
St. Alphonsus Rock High School	14
St. Anthony's High School	34
St. Elizabeth's Academy	50
St. Francis DeSales High School	13

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
Report of Student Enrollment According to High School
(Continued)

ST. LOUIS CITY -- Non-Public High Schools

St. John the Baptist High School	79
St. Joseph's High School	9
St. Louis University High School	33
St. Mark's High School	17
St. Mary's High School	82
Southside Catholic High School	1
Xavier High School	12
TOTAL	650

ST. LOUIS COUNTY -- Public High Schools

Affton Senior High School	39
Bayless Senior High School	28
Berkeley Senior High School	22
Brentwood Senior High School	24
Clayton High School	33
Douglass High School	1
Eureka High School	8
Fairview Senior High School	2
Halter High School (Wellston)	18
Hamsher Senior High School (Webster Groves)	54
Hancock Senior High School	29
Hazelwood High School - Central	52
Hazelwood High School - East	12
Hazelwood High School - West	4
Horton Watkins High School (Ladue)	49
Jennings Senior High School	24
Kinloch High School	4
Kirkwood Senior High School	44
Lafayette High School	15
Lakeside Center for Boys	1
Lindbergh Senior High School	70
Litzinger High School	1
Maplewood-Richmond Heights School	53
Maryland Heights High School	3
McCluer North High School	44
McCluer Senior High School	45
Mehville Senior High School	49
Normandy Senior High School	132
North County Technical School	24
Oakville Senior High School	34
Pacific Senior High School	4
Parkway Central Senior High School	25
Parkway North Senior High School	11
Parkway South Senior High School	9
Parkway West Senior High School	29
Pattonville High School	39

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
Report of Student Enrollment According to High School
(Continued)

ST. LOUIS COUNTY -- Public High Schools

Ritenour Senior High School	78
Riverview Gardens High School	52
St. Louis County Special School	2
South County Technical High School	37
University City Senior High School	187
TOTAL	1,391

ST. LOUIS COUNTY -- Non-Public High Schools

Academy of the Visitation	4
Burroughs, John High School	7
Chaminade College	5
Christian Brothers College	44
Conway Day School	2
Cor Jesu Academy	12
Corpus Christi High School	1
DeSmet Jesuit High School	7
Incarnate Word Academy	14
Jefferson, Thomas High School	1
Kennedy, John F. High School	5
Lutheran High School North	32
Lutheran High School South	16
Marygrove High School	2
Mercy High School	67
Nerinx Hall High School	16
Notre Dame High School	40
Rosary Parish High School	26
St. Joseph's Academy	5
St. Louis Preparatory Seminary - North	4
St. Louis Preparatory Seminary - South	9
St. Louis Priory & School	3
St. Louis Rabbinical	1
St. Mary's of the Angels	16
St. Pius X School	1
St. Thomas Aquinas High School	29
Sattellite High School	23
Sherwood Day School	1
The Metropolitan School	2
The Principia	3
The Whitfield School	3
Ursuline Academy	24
Vianney High School	15
Villa Duchense	4
Westminister Christain Academy	1
TOTAL	423

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
Report of Student Enrollment According to High School
(Continued)

OTHER

Missouri High Schools Outside the JCD	310
High Schools Outside the State of Missouri	1,231
GED Graduates (General Education Development Test)	1,097

APPENDIX D

LEGS CURRICULUM (Separate Bound)*

NEW CURRICULUM

*Editorial Note: The LEGS Curriculum is included in this volume.

LEGS Curriculum

COURSE SYLLABUS OUTLINE

PART I (COMPLETE FOR ALL COURSES)

1. Course abbreviation and number NUR:111

2. Course title Nursing I

3. Credit hours 1 Contact hours 6 Lab hours 6 Other; specify (e.g., additional open lab hours) Open Lab Monday-Friday 7:30-4:00, Wednesday-Thursday 5-9 p.m.

4. Catalog Description

Course is designed to introduce the student to the role of the nurse in meeting needs common to all patients. This course utilizes the nursing process as it introduces the following common daily needs: personal care and hygiene, environmen body alignment, and activity. Includes clinical experience.

5. Course [✓ requirement] or elective for Nursing program.
(circle one) specify

6. Primary purpose of the course within the department.

This is the first of 14 nursing courses required to obtain an Associate Degree in Science in Nursing. This course includes an introduction to the LEGS method of instruction and begins to set a foundation for subsequent courses in the nursing program curriculum.

7. Relationship of the course to College objectives and to other instructural areas.

(A) Relationship of Course to College Objectives
This course is the first in the nursing curriculum that leads to the Associate Degree in Nursing which provides students with marketable career skills.

(B) Relationship of Course to Other Instructional Areas
Courses from the general curriculum provide the nursing student with a basic foundation while they acquire and learn to implement nursing skills in the clinical setting.

8. Degree requirement for: Associate in Arts

Associate in Applied Science Nursing

Other (please specify)

9. Course prerequisites Satisfactory completion of admission requirements and acceptance into the nursing program by Department. Anatomy & Physiology I, Nursing Mathematics, English Composition

Course corequisites General Psychology

(If placement testing is necessary, please indicate what placement test.) Diagnostic reading and mathematics tests required prior to admission to the Nursing Program

10. Projected enrollment per section each semester 55 - Day, 20 - Evening

Number of sections offered each semester 3 - Days; 1 - Evenings

11. Anticipated frequency of course offering (List semester(s), e.g., Fall, Spring, Summer) Days: 2 times, Fall and Spring Evenings: 1 time in Summer

COMPLETE QUESTIONS 12-14 FOR NEW COURSE PROPOSALS ONLY

12. Approximate total cost of equipment that must be acquired for the course. Not Applicable

If over $50, approximate cost of supplies used per section for the course. ____

Required instructional facilities other than typical classroom (please specify) ____

Are these required facilities currently available? ____

If not, how will they be obtained? ____

Proposed semester and year for initial offering ____

FOR COURSES SPECIFICALLY DESIGNED TO TRANSFER

14. Institutions to which the course will transfer. (Number of institutions needed to support transfer status of a course should be no less than three and should reflect those institutions to which students in your program commonly transfer.)

A. ____

B. ____

C. ____

PART II (COMPLETE FOR ALL COURSES)

If more than one set of responses per course is submitted for the items specified below, please include the instructor's name and course section number.

15. Learning Objectives of the Course
(Objectives should state what skills and competencies students are expected to gain from the course.)
SEE ATTACHMENT

16. Course Outline
(The course outline should be detailed, organized in logical units, and accurately reflect the content and pacing of the course. It should include course assignments when available.)

17. Teaching Methods SEE ATTACHMENT
(e.g., lecture, discussion, use of media)
SEE ATTACHMENT

18. Basis of Student Evaluation
(Grading criteria should show how assignments, tests and other evaluative material contribute to the student's final grade. Evaluative procedures should relate to course learning objectives.)

19. Attendance Policy SEE ATTACHMENT
(Attendance policy should address student tardiness, and absences and how they affect student progress and grades.)
SEE ATTACHMENT

20. Text, Reference and Supplementary Material
(Reading lists should be attached. "Class handouts" may also be included.)
SEE ATTACHMENT

21. Student Cost beyond tuition and text
(e.g., supplies) SEE ATTACHMENT

15. Learning Objectives of the Course:

Given an introduction to the LEGS curriculum, the student should be able to apply at a beginning level, the skills necessary to participate as group member and function as group leader.

At the completion of this course the student will be able to:

1. Recognize nonverbal forms of communication when interacting with patients, families, and members of the health team.
2. Apply principles of body mechanics as they relate to selected nursing skills.
3. Apply principles of medical asepsis to prevent and control the spread of pathogens.
4. Demonstrate the use of nursing interventions to maintain body alignment and promote mobility.
5. Recognize, at the beginning level, the legal implications of nursing practice.
6. Demonstrate skill in assessment of temperature, pulse, and respiration and related physiological principles.
7. Describe the physiological processes that occur to create and maintain temperature,

16. Course Outline:

LEG A:

1. List six different members of the health team and three members of the nursing department.
2. List eight duties of the nursing student.
3. Given a list of definitions, select the one that best describes the meaning of "ethics."
4. Given a list of rules, regulations, and/or policies of a health agency, state why it is important to abide by each.
5. Describe a nursing action that has malpractice-liability potential.
6. Given a list of generally used standard abbreviations, state the meaning of each either orally or in writing.
7. List four methods that spread pathogenic organisms.
8. Demonstrate handwashing following the principles of medical asepsis.
9. Describe and demonstrate protective body posture while standing and walking.
10. Draw and label the correct base of support, line of gravity, and center of gravity while changing a bed.
11. Demonstrate application of medical asepsis and protective body mechanics while changing both occupied and unaccupied beds in 10 minutes or less.

16. Course Outline:

LEG B:

1. Identify three forms of nonverbal communication and describe the significance of each.
2. Describe the methods of communication commonly used among health practioners.
3. Describe the process of heat production, distribution, and control in the body.
4. List two ways to encourage the loss of heat from the body.
5. Describe what happens within the circulatory system to cause a pulse.
6. Differentiate between internal and external respiration.
7. Given a patient's chart, locate and read aloud or write the patient's recorded temperature, pulse, and respiration for a stated date and time.
8. Given a sample graphic sheet, identify: normal temperature pattern, hypothermia, pyrexia, bradycardia, and tachycardia.
9. Demonstrate obtaining a patient's oral, rectal, or axillary temperature using a mercurial, electronic, and/or disposable thermometer and recording a reading of plus or minus 0.2 degrees of the instructor's reading and report any elevation.
10. State at least two indications for taking a rectal or an axillary temperature rather than an oral one, and state two safety precautions you would observe if the patient is a child.
11. Given an anatomic drawing of a person, locate five sites where pulse evaluation can be made.
12. Differentiate between the following types of respirations: Cheyne-Stokes, dyspnea, snoring, and shallow.

16. Course Outline:

LEG C:

1. Given descriptions of several patients, select those that must have side rails up according to the policy in your health agency.

2. Demonstrate operating both a manual and an electric bed, placing them in the following positions and returning the crank or control to its safe position when finished:

   raise and lower head, knees, and entire bed

   raise and lower foot section

   place brakes on and off

3. Describe three ways that a patient could become injured and what nursing interventions could prevent each.

4. Demonstrate safely applying a Posey belt and wrist restraints.

5. Demonstrate positioning a person in correct body alignment in the following positions:

   semi-Fowler's

   side-lying

   orthopneic

   supine

   prone

   lithotomy

   knee-chest

   with comfort measures of pillows and footboard.

6. Demonstrate the following activities using the principles body mechanics and safety:

   moving a person to the head of the bed

   assisting a person to ambulate

   assisting a person out of bed to sit in a chair and return to bed

7. Demonstrate safely accomplishing the following skills, using both a wheelchair and a stretcher:

   moving a patient from bed to stretcher

   getting an ambulatory patient in and out of a wheelchair

   making right and left turns

   going through a closed door

   getting into and out of an elevator

   going up and down a ramp

   setting and releasing brakes

8. Given a patient's Kardex which includes diagnosis and activity orders, state the patient's limitations in moving and your plan for turning him and getting him out of bed.

9. Given a patient situation, list and demonstrate the nursing actions necessary to prepare and bathe a patient of any age including perineal care and simple mouth care.

10. Given a patient situation, list two reasons for giving that person a bath and four ways to provide for safety and comfort during the bath.

11. Demonstrate giving a backrub using the criteria of relaxation for the patient and good body mechanics for the nurse.

12. Demonstrate placing a patient on a bedpan, then removing and cleaning the bedpan using the criteria of body mechanics, medical asepsis, privacy, and comfort for both the patient and yourself.

13. Demonstrate giving a.m. care to a patient in preparation for breakfast including the following:

   offering the bedpan or urinal

   straightening the drawsheet and covers

   washing face and hands

   brushing teeth

   positioning for breakfast

   clearing table tops and tidying the room

17. Teaching Methods:

1. Lecture
2. Discussions
3. Demonstrations
4. Role playing
5. Individualized instruction
6. Teacher written topic presentations
7. 16 mm films
8. Slides
9. Filmstrips
10. Videotapes
11. Models
12. Selected books and journal articles

18. Basis of Student Evaluation:

(A) Classes:

1. All students are expected to participate in large group preparatory sessions as well as in small group discussions. During the course the student is expected to serve as discussion leader a minimum of one time.

2. Upon completion of this course, a comprehensive written examination is given. A grade of 79% or better is required in order to progress to the next course.

(B) College Lab:

Evaluation of performance is based upon criterial as identified in the skill guide for each procedure to be performed. The student has the opportunity to repeat the performance until criteria is satisfactorily met.

(C) Clinical:

Clinical performance is evaluated as satisfactory or unsatisfactory as determined by the criteria specified in each clinical objective and in the criteria for daily clinical performance. The student has the opportunity to correct unsatisfactory performances in future clinical sessions. The student who receives unsatisfactory in the clinical area will receive a grade of "F" for the course regardless of the theory grade. The student has the opportunity to repeat the course one time only. Clinical evaluation conferences are held at midterm and at the end of the semester. On-going individual clinical conferences are held depending on the needs of the student as determined by the student and/or instructor.

Summary of requirements for successful completion of NUR:111:

1. Minimum of 77% grade in theory.
2. Satisfactory evaluations of skills performed in the college lab.
3. Satisfactory evaluations of objectives performed in the clinical area.

19. Attendance Policy:

Students are expected to attend all classes: GIT sessions, discussions groups, college laboratory, clinical laboratory, and advisor appointments. Any excess of absences or tardies more than 3 hours will be considered in the overall evaluation.

Tardiness Policy:

Being tardy 3 times regardless of length of time for GIT sessions, discussion groups, college lab, and for advisor appointments will constitute one (1) absence. Being tardy one time for more than 30 minutes or 2 times for less than 30 minutes to clinical lab will constitute one (1) absence.

20. Text, Reference and Supplementary Material:

(A) Roe, Anne K. and Sherwood, Mary C., *Learning Experience Guides For Nursing Students*, Vol. I, 3rd edition, John Wiley and Sons, New York, 1978.

(B) Kozier, Barbara and Erb, Glenora L, *Fundamentals of Nursing: Concepts and Procedures*, Addison-Wesley Publishing Co., California, 1979.

21. Student Cost Beyond Tuition and Text:

Liability insurance - $6.00 per semester

Paper fee - $2.00 per semester

COURSE SYLLABUS OUTLINE

PART I (COMPLETE FOR ALL COURSES)

1. Course abbreviation and number NUR:112

2. Course title Nursing II

3. Credit hours 1 Contact hours 6 Lab hours 6 Other; specify (e.g., additional open lab hours) Open lab Monday-Friday, 7:30-4:00 - Day
Wednesday and Thursday, 5-9 - Evening

4. Catalog Description

NURSING II
Continuation of NUR:111. This course utilizes the nursing process as it introduces the following common daily needs: nutrition and fluids, emotional and spiritual support, and medical treatment and care. Prenatal care is emphasized. Includes clinical experience.

5. [✓ Course requirement] or elective for Nursing program.
(circle one) specify

6. Primary purpose of the course within the department.

This is the second of fourteen nursing courses required to obtain an Associate in Applied Science Degree in Nursing. This course continues to set a foundation for subsequent courses in the nursing program curriculum.

7. Relationship of the course to College objectives and to other instructural areas.

(A) Relationship of Course to College Objectives
This course is the first in the nursing curriculum that leads to the Associate Degree in Nursing which provides students with marketable career skills.

(B) Relationship of Course to Other Instructional Areas
Courses from the general curriculum provide the nursing student with a basic foundation while they acquire and learn to implement nursing skills in the clinical setting.

8. Degree requirement for: Associate in Arts

Associate in Applied Science Nursing

Other (please specify)

9. Course prerequisites Satisfactory completion of NUR:111 with grade of "C" or above

Course corequisites Anatomy and Physiology I, Nursing Mathematics, English, Composition I, General Psychology

(If placement testing is necessary, please indicate what placement test.) None

10. Projected enrollment per section each semester 55 - Day; 20 - Evening
Number of sections offered each semester 3 - Day; 1 - Evening

11. Anticipated frequency of course offering
(List semester(s), e.g., Fall, Spring, Summer) Days 2 times Fall-Spring
Evenings 1 time Summer

COMPLETE QUESTIONS 12-14 FOR NEW COURSE PROPOSALS ONLY

12. Approximate total cost of equipment that must be acquired for the course. Not applicable
If over $50, approximate cost of supplies used per section for the course. ____
Required instructional facilities other than typical classroom (please specify) ____
Are these required facilities currently available? ____
If not, how will they be obtained? ____
Proposed semester and year for initial offering ____

FOR COURSES SPECIFICALLY DESIGNED TO TRANSFER Not applicable

14. Institutions to which the course will transfer. (Number of institutions needed to support transfer status of a course should be no less than three and should reflect those institutions to which students in your program commonly transfer.)
A. ____
B. ____
C. ____

PART II (COMPLETE FOR ALL COURSES)

If more than one set of responses per course is submitted for the items specified below, please include the instructor's name and course section number.

15. Learning Objectives of the Course
(Objectives should state what skills and competencies students are expected to gain from the course.)

16. Course Outline
(The course outline should be detailed, organized in logical units, and accurately reflect the content and pacing of the course. It should include course assignments when available.)
SEE ATTACHED

17. Teaching Methods
(e.g., lecture, discussion, use of media)
SEE ATTACHED

18. Basis of Student Evaluation
(Grading criteria should show how assignments, tests and other evaluative material contribute to the student's final grade. Evaluative procedures should relate to course learning objectives.)
SEE ATTACHED

19. Attendance Policy
(Attendance policy should address student tardiness, and absences and how they affect student progress and grades.)
SEE ATTACHED

20. Text, Reference and Supplementary Material
(Reading lists should be attached. "Class handouts" may also be included.)
SEE ATTACHED

21. Student Cost beyond tuition and text
(e.g., supplies)
SEE ATTACHED

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15. Learning Objectives of the Course

At the end of this course, the student will be able to:

1. Recognize signs of anxiety and identify sources of stress the patient is experiencing by being ill.
2. List and describe defense mechanisms used to cope with stress.
3. Recognize the difference between social and therapeutic interaction when initiating and maintaining relationship with patients.
4. Identify problem-solving process used to encourage the patient to participate in decision making.
5. Demonstrate use of the nursing process by beginning to assess common daily needs.
6. Identify components of normal nutrition and fluid requirements for various age groups.
7. Demonstrate use of pharmacology text book to find drug information.
8. Describe the nurses' role in identifying and intervening with actual or potential health problems that occur during pregnancy.
9. Demonstrate skill in taking blood pressure to assess oxygenation and related physiological principles.

16. Course Outline

LEG A Objectives:

1. Describe what happens within the circulatory system to cause blood pressure.

2. On a chart, find a patient's age, sex, weight, and activity and state how each influences his blood pressure.

3. Given a patient's chart, locate blood pressure recordings in two or more areas of the chart.

4. Shown pictures of blood pressure equipment, or the actual equipment, identify and label (using correct spelling) each of the following:

   aneroid manometer
   compression bag
   cuff
   exhaust valve
   gauge
   inflating bulb
   mercury manometer
   sphygmomanometer
   stethoscope

5. Given a picture of a leg and an arm, draw in a blood pressure cuff showing correct location on each extremity.

6. Obtain and record a blood pressure reading that is within plus or minus 4 mm of pressure of a simultaneous reading made by the instructor.

7. Given a patient or a color picture of a patient, make written observations of the color and texture of skin, the age (approximate), and at least three other items of interest to you.

8. Given a list of observations, select which are objective and which are subjective.

9. Demonstrate charting observations of a patient.

10. List and describe the four steps of the nursing process.

11. Given a description of a patient situation, list the patient's common daily needs (e.g., rest) and identify which needs are presenting problems and your rationale for your selection.

12. Given the following situation, list the adaptation to be taken with each—a patient: with dry skin allowed to shower; able to do part of his bath; with a foley catheter; receiving intravenous fluids, able to tub bathe.

13. Demonstrate giving special mouth care.

14. Recognize and record, in writing, signs of anxiety in another person.

15. Given a description of a situation and a list of defense mechanisms, identify which mechanism(s) is (are) being used by the person in the description.

16. List three sources of stress during hospitalization.

17. List four developmental tasks of the young adult.

LEG B Objectives:

1. List the nurses's actions that would be helpful in initiating and maintaining a relationship with a patient.

2. Given a patient's statement and a nurse's response, differentiate between the stated thought and the feeling tone generated by both person's statements.

3. Given a list of statements, identify which ones indicate a need for teaching.

4. Given a conversation between a nurse and a patient, identify at least two feelings of the mother-to-be toward pregnancy and/or two cultural differences.

5. Identify and define the meaning and significance of each of the following terms. (You may want to substitute or delete terms for your region.)
   - abortion - before 2 weeks
   - amnion
   - amniotic fluid
   - antepartal
   - areola
   - ballottement
   - chorion
   - colostrum
   - diastasis
   - E.D.C.
   - fundus
   - gravida
   - gynecologist
   - linea nigra
   - mucus plug
   - obstetrician
   - para
   - placenta
   - pre-eclamptic
   - striae gravidarum

6. Given a list of 10 signs and symptoms of pregnancy, differentiate between probable and positive signs and symptoms; state in which trimester these may occur.

7. Given a list of 10 minor discomforts of pregnancy, describe the cause and one specific nursing measure for each.

8. List nine danger signals of pregnancy.

9. Describe the responsibilities of the nurse during antepartal care regarding nutrition, danger signals of pregnancy, labor, selection of clothing for mother-to-be and layette.

10. Given the name of a medication, demonstrate how to find the following information about that drug in a reference book; action/use, route of administration, dosage, and nursing implications.

11. Write the use of each of the following classifications of drugs: analgesics sedatives and hypnotics, tranquilizers, anti-infectives, analgesic-antipyretic anticholinergics, antacids, cathartics, vitamins, hormones, antidiarrheics.

12. Describe how the nurse is helpful during the physicial examination, to both the physician and to the patient.

16. Course Outline

LEG C Objectives:

1. Describe a conversation between a patient and a nurse in which the nurse is helping the patient to participate in decision making.
2. Describe the difference between socializing, interviewing, and therapeutic interaction.
3. List six different types of responses that encourage a person to continue problem solving and six that discourage it.
4. Given a patient assignment, describe how you organize your actions prior to giving nursing care, during the care, and after the care is completed.
5. Describe briefly the actions you would take to answer a patient's call bell either by intercom or by personal response.
6. Accurately express any amount up to and including one liter in ounces and drams using the correct symbols for ounces and drams.
7. Accurately measure and record in both metric and apothecary systems any amount up to and including one liter (e.g., 500 cc or 1 pint).
8. State the required daily fluid intake and expected urinary output for the following age groups: adult, newborn, child.
9. Given any of the following nutrients, identify a food that contains a high amount of the nutrient: carbohydrate, protein, fat, minerals, vitamins.
10. List the basic four food groups and give four examples of foods in each group.
11. Given a description of a patient and his diet, describe how you would assist him to obtain the most enjoyment and nourishment from his meal.

17. **Teaching Methods:**

Lecture

Discussion

Demonstration

Role playing

Individualized instruction

Teacher written topic presentations

16 mm films

Slides

Videotapes

Filmstrips/tapes

Models

Selected books

Journal articles

18. **Basis of Student Evaluation:**

(A) Classes:

1. All students are expected to participate in large group preparatory sessions as well as in small group discussions. During the course the student is expected to serve as discussion leader a minimum of one time.

2. Upon completion of this course, a comprehensive written examination is given. A grade of 79% or better is required in order to progress to the next course.

When unsuccessful on test, the student has the option to return to repeat the course.

(B) College Lab:

Evaluation of performance is based upon criterial as identified in the skill guide for each procedure to be performed. The student has the opportunity to repeat the performance until criteria is satisfactorily met.

(C) Clinical:

Clinical performance is evaluated as satisfactory or unsatisfactory as determined by the criteria specified in each clinical objective and in the criteria for daily clinical performance. The student has the opportunity to correct unsatisfactory performances in future clinical sessions. The student who receives unsatisfactory in the clinical area will receive a grade of "F" for the course regardless of the theory grade. The student has the opportunity to repeat the course one time only. Clinical evaluation conferences are held at midterm and at the end of the semester. On-going individual clinical conferences are held depending on the needs of the student as determined by the student and/or instructor.

Summary of requirements for successful completion of NUR:111:

1. Minimum of 79% grade in theory.
2. Satisfactory evaluations of skills performed in the college lab.
3. Satisfactory evaluations of objectives performed in the clinical area.

BEST COPY AVAILABLE

19. Attendance Policy:

Students are expected to attend all classes: GIT sessions, discussion groups, college laboratory, clinical laboratory, and advisor appointments. Any excess of absences or tardies totaling more than 4 hours will be considered in the overall evaluation.

Tardiness Policy:

Being tardy 3 times regardless of length of time for GIT sessions, discussion groups, college lab, and for advisor appointments will constitute one (1) absence. Being tardy one time for more than 30 minutes or 2 times for less than 50 minutes to clinical lab will constitute one (1) absence.

20. Text, Reference and Supplementary Material:

Roe, Anne K. and Sherwood, Mary C. Learning Experience Guides For Nursing Students, Vol. I, 3rd edition, John Wiley and Sons, New York, 1978.

Kozier, Barbara and Erb, Glenora L. Fundamentals of Nursing: Concepts and Procedures, Addison-Wesley Publishing Co., California, 1979.

Olds, et. al. Obstetric Nursing, Addison-Wesley Publishing Co., California, 1979.

Robinson, Corinne H. Basic Nutrition and Diet Therapy, 4th edition, MacMillan Publishing Co., Inc., New York, 1980.

Rodman, Morton J. and Smith, Dorothy W. Pharmacology and Drug Therapy in Nursing, 2nd edition, J.B. Lippincott Co., Philadelphia, 1979.

21. Student Cost Beyond Tuition and Text:

Liability insurance and paper fee are included in cost for semester when student enrolls in NUR:111 Nursing I.

COURSE SYLLABUS OUTLINE

PART I (COMPLETE FOR ALL COURSES)

1. Course abbreviation and number NUR:113

2. Course title Nursing III

3. Credit hours 2 Contact hours 6 Lab hours 6 Other; specify (e.g., additional open lab hours) open lab: Monday-Friday 7:30-4:00 Day
Wednesday-Thursday 5:00-9:00 Evening

4. Catalog Description

NURSING III
Continuation of NUR:112. This course utilizes the nursing process as it introduces the common daily need of physical and mental adjustments. Emphasis is placed on normal growth and development and the effects of hospitalization on all age groups. Includes clinical experience.

5. Course [✓ requirement] or elective for Nursing program.
(circle one) specify

6. Primary purpose of the course within the department.

This is the third of fourteen nursing courses required to obtain an Associate in Applied Science degree in Nursing. This course continues to set a foundation for subsequent courses in the nursing program curriculum.

7. Relationship of the course to College objectives and to other instructural areas.

(A) Relationship of Course to College Objectives
This course is the third in the nursing curriculum that leads to the Associate Degree in Nursing which provides students with marketable career skills.

(B) Relationship of Course to Other Instructional Areas
Courses from the general curriculum provide the nursing student with a basic foundation while they acquire and learn to implement nursing skills in the clinidal setting.

8. Degree requirement for: Associate in Arts

Associate in Applied Science Nursing

Other (please specify)

9. Course prerequisites Satisfactory completion of NUR:112 with grade of "B" or above

Course corequisites Anatomy and Physiology I, Nursing Mathematics, English Composition I, General Psychology

(If placement testing is necessary,
please indicate what placement test.) None

Number of sections offered each semester 3 - day; 1 - evening 26

11. Anticipated frequency of course offering (List semester(s), e.g., Fall, Spring, Summer) Days 2 times Fall-Spring
Evening 1 time Fall

COMPLETE QUESTIONS 12-14 FOR NEW COURSE PROPOSALS ONLY

12. Approximate total cost of equipment that must be acquired for the course. Not applicable

If over $50, approximate cost of supplies used per section for the course. _____

Required instructional facilities other than typical classroom (please specify) _____

Are these required facilities currently available? _____

If not, how will they be obtained? _____

Proposed semester and year for initial offering _____

FOR COURSES SPECIFICALLY DESIGNED TO TRANSFER Not applicable

14. Institutions to which the course will transfer. (Number of institutions needed to support transfer status of a course should be no less than three and should reflect those institutions to which students in your program commonly transfer.)

A. _____

B. _____

C. _____

PART II (COMPLETE FOR ALL COURSES)

If more than one set of responses per course is submitted for the items specified below, please include the instructor's name and course section number.

15. Learning Objectives of the Course
(Objectives should state what skills and competencies students are expected to gain from the course.)

16. Course Outline
(The course outline should be detailed, organized in logical units, and accurately reflect the content and pacing of the course. It should include course assignments when available.)
SEE ATTACHED

17. Teaching Methods
(e.g., lecture, discussion, use of media)
SEE ATTACHED

18. Basis of Student Evaluation
(Grading criteria should show how assignments, tests and other evaluative material contribute to the student's final grade. Evaluative procedures should relate to course learning objectives.)
SEE ATTACHED

19. Attendance Policy
(Attendance policy should address student tardiness, and absences and how they affect student progress and grades.)
SEE ATTACHED

20. Text, Reference and Supplementary Material
(Reading lists should be attached. "Class handouts" may also be included.)
SEE ATTACHED

21. Student Cost beyond tuition and text
(e.g., supplies)
SEE ATTACHED

COURSE OBJECTIVES

At the end of this course, the student will be able to:

1. Compare normal emotional and physical growth and development from birth through adolesence.
2. Demonstrates knowledge and application of communication skills used to interact with individuals from birth through adolesence.
3. Demonstrate proper technique to prevent and control the spread of pathogens.
4. Demonstrate at a beginning level how to develop a Nursing Care Plan for a patient using the Nursing Process from admission through discharge.
5. Attain a 100% score on a mathematics test related to calculating dosages for oral medications.
6. Given the names of specific drugs, demonstrate knowledge of average dosage, action/use, side effects, and nursing implications.
7. Compare and contrast diets; clear liquid, full liquid, soft, dental soft, and general/regular.
8. Employ nursing measures that facilitate nutrition.
9. Differentiate the effects of antigens and antibodies on the immune process.

16. LEG A OBJECTIVES

1. Given a list of physical skills, select those that would be possible for toddlers (1-3 years) and for preschool children (3-6 years).

2. Given descriptions of several stages of personality development, select those that would apply to the toddler and to the preschool child.

3. Describe the effect of hospitalization on the toddler and on the preschool child and list three nursing actions that could decrease the trauma to each child and to his family.

4. Describe five physical characteristics and normal behaviors of a newborn.

5. Demonstrate making adjustments or plans for nursing care based on a patient's individual daily needs and problems.

6. Demonstrate reporting to a team member about your patient care assignment, including your observations about the patient and a summary of the care received.

7. Demonstrate three nursing actions related to safety while bathing a newborn or an infant, and state three observations.

8. Demonstrate safely applying each of the following types of restraint: crib net, arm, chest.

9. List the steps you would take to help admit a patient to one of your health agencies, beginning with meeting the patient.

10. List the steps and demonstrate collecting a routine urine specimen.

11. Demonstrate or role play assisting a patient to void, including at least five methods.

12. List your responsibilities when one of the patients assigned to you is being discharged.

16, LEG B OBJECTIVES

1. Given a list of physical skills, select those skills that would be possible for the school-age child (6-11 years).

2. Given descriptions of several stages of personality development, select those descriptions that would apply to the school age child.

3. Describe the effect of hospitalization on the school-age child and list three nursing actions that could decrease the trauma to the child and to his family.

4. Write the classification and action/use of each of the following drugs:

   Neomycin sulfate
   Thorazine
   Aspirin
   Penicillin
   Placidyl
   Maalox
   Dulcolax
   Phenobarbital
   Vistaril
   Metamucil
   Morphine
   Vitamin B_{12}
   Doriden

5. Given an amount expressed in the metric system, write its apothecary equivalent. (An equivalent chart may be used.)

6. Given a medication ordered in the metric or apothecary system and supplied in the opposite system, write the correct amount of medication to administer.

7. Demonstrate the appropriate steps in preparing and administering liquid and solid medications via the following routes: oral, rectal, vaginal, and sublingual.

8. Given a patient's chart, locate the names of medications the patient is receiving currently and the day and time the medications were ordered by the doctor.

9. Describe the following diets, including foods and the condition of foods (e.g., temperature, consistency, as served to a patient): clear liquid, full liquid, soft, dental soft, general/regular formula (infant), breast milk.

10. Demonstrate feeding formula to a baby and explain why each step is necessary.

16. LEG C OBJECTIVES

1. Given a list of physical skills, select those skills that would be possible for the adolescent age group (11-19 years).

2. Given descriptions of several stages of personality development, select those descriptions that would apply to the adolescent age group.

3. Describe the effect of hospitalization on the adolescent and list three nursing actions that could decrease the trauma to the child and to his family.

4. List one example of a behavior that a child might exhibit during each of the following age periods that would cause a nurse to become suspicious that some cerebral dysfunction, mental retardation, or an emotional disturbance might be present: infancy, 1-3, 3-6, 6-11, 11-19.

5. State the name of one facility or agency available in your community to help meet the needs of the patients and their families with each of the following: cerebral dysfunction, childhood emotional disturbance, and mental retardation.

6. Given a list of types of immunizations, differentiate between active, passive, temporary, and permanent immunity.

7. Compare the immunity the infant has at birth with the immunity of the 18 month-old child, following the completion of the recommended immunization series.

8. Given a patient with a specific blood type, state what blood type(s) he can safely receive.

9. Describe the importance of the Rh blood factor in pregnancy.

10. Given a specific mode of spread of a pathogenic microorganism, identify at least one method of preventing spread of the disease caused by that microorganism.

11. Demonstrate the appropriate steps in scrubbing and gowning when entering and leaving the room of a patient in isolation, including disposing of the gown and mask according to the principles of medical asepsis.

12. Describe how you would accomplish each of the following activities for a patient in isolation:

    take and record the TPR and BP
    collect a urine specimen for the lab
    pass a food tray into the room.
    empty a bedpan
    help a visitor to enter and to leave
    dispose of trash

13. Given a patient situation with the patient having one of the cardinal symptoms of inflammation, list three additional symptoms for which the nurse should look.

14. Demonstrate the procedure for correctly applying ice to a patient, including the nursing observations and precautions to prevent injury to the patient and insure continual application of cold.

15. Describe applying a K-pad for heat and cold.

16. Given a list of nursing actions, select those that need to be taken when assisting a patient with a sitz bath.

17. Demonstrate applying hot wet compresses to an extremity, using the principles of medical asepsis, comfort, and safety.

18. Describe two legal implications of applying heat and cold.

19. Write the classifaction, action/use, and nursing implications of each of the following drugs:

Glycerin Suppository
Solu B Forte
Phenergan
Luminal
Demerol
Seconal
Pro Banthine
Mellaril
Streptomycin
Nembutal
Dilaudid
Declomycin
Milk of Magnesia

17. **Teaching Methods:**

Lecture

Discussion

Demonstration

Role playing

Individualized instruction

Teacher written topic presentations

16 mm films

Slides

Videotapes

Filmstrips/tapes

Models

Selected books

Journal articles

18. Basis of Student Evaluation:

(A) Classes:

1. All students are expected to participate in large group preparatory sessions as well as in small group discussions. During the course the student is expected to serve as discussion leader a minimum of one time.

Upon completion of this course, a comprehensive written examination is given. A grade of 79% or better is required in order to progress to the next course.

A grade of 100% is required on the math quiz related to calculations of dosages for oral medications. The student has the opportunity to retake the quiz as needed and must demonstrate achievement of 100% before testing NUR:114, Nursing IV.

College Lab:

Evaluation of performance is based upon criteria as identified in the skill guide for each procedure to be performed. The student has the opportunity to repeat the performance until criteria is satisfactorily met.

Clinical:

Clinical performance is evaluated as satisfactory or unsatisfactory as determined by the criteria specified in each clinical objective and in the criteria for daily clinical performance. The student has the opportunity to correct unsatisfactory performances in future clinical sessions. The student who receives unsatisfactory in the clinical area will receive a grade of "F" for the course regardless of the theory grade. The student has the opportunity to repeat the course one time only. Clinical evaluation conferences are held at midterm and at the end of the semester. On-going individual clinical conferences are held depending on the needs of the student as determined by the student and/or instructor.

Summary of requirements for successful completion of NUR:114:

1. Minimum of 79% grade in theory.
2. Satisfactory evaluations of skills performed in the college lab.
3. Satisfactory evaluations of objectives performed in the clinical area.

19. Attendance Policy:

Students are expected to attend all classes: GIT sessions, discussion groups, college laboratory, clinical laboratory, and advisor appointments. Any excess of absences or tardies totaling more than 4 hours will be considered in the overall evaluation.

Tardiness Policy:

Being tardy 3 times regardless of length of time for GIT sessions, discussion groups, college lab, and for advisor appointments will constitute one (1) absence. Being tardy one time for more than 30 minutes or 2 times for less than 30 minutes to clinical lab will constitute one (1) absence.

20. Text, Reference, and Supplementary Material:

1. Kozier, Barbara and Erb, Gloria L. Fundamentals of Nursing: Concepts and Procedures, Addison-Wesley Publishing Co., California, 1979.

2. Marlow, Dorothy R. Pediatric Nursing, 5th ed., W.B. Saunders Co., Philadelphia, 1977.

3. Olds, et. al. Obstetric Nursing, Addison-Wesley Publishing Co., California, 1979.

4. Robinson, Corinne H. Basic Nutrition and Diet Therapy, 4th Edition, MacMillan Publishing Co., Inc., New York, 1980.

5. Rodman, Morton J. and Smith, Dorothy W. Pharmacology and Drug Therapy in Nursing, 2nd Edition, J.B. Lippincott Co., Philadelphia, 1979.

6. Roe, Anne K. and Sherwood, Mary C. Learning Experience Guides For Nursing Students, Vol. I, 3rd Edition, John Wiley and Sons, New York, 1978.

21. Student Cost Beyond Tuition and Text:

Liability insurance and paper fee are included in cost for semester when student enrolls in NUR:111 Nursing I.

COURSE SYLLABUS OUTLINE

PART I (COMPLETE FOR ALL COURSES)

1. Course abbreviation and number NUR:114
2. Course title Nursing IV
3. Credit hours 2 Contact hours 6 Lab hours 6 Other; specify (e.g., additional open lab hours) Open Lab Monday - Friday, 7:30 - 4:00 - Day
4. Catalog Description

NURSING IV - Continuation of NUR:113. This course utilizes the nursing process as it introduces the following common daily needs: elimination; and diversional and rehabilitative activities. Includes clinical experience.

5. Course requirement or elective for Nursing program.
(circle one) specify

6. Primary purpose of the course within the department.

This is the fourth of fourteen nursing courses required to obtain an Associate in Applied Science Degree in Nursing. This course continues to set a foundation for subsequent courses in the nursing program curriculum.

7. Relationship of the course to College objectives and to other instructural areas.

(A) Relationship of Course to College Objectives
This course is the fourth in the nursing curriculum that leads to the Associate Degree in Nursing which provides students with marketable career skills.

(B) Relationship of Course to Other Instructional Areas
Courses from the general curriculum provide the nursing student with a basic foundation while they acquire and learn to implement nursing skills in the clinical setting.

8. Degree requirement for: Associate in Arts

Associate in Applied Science Nursing

Other (please specify)

9. Course prerequisites Satisfactory completion of NUR:113 with a grade of "B" or above and achievement of 100% on math quiz.

Course corequisites Anatomy and Physiology I, English Composition I, General Psychology

(If placement testing is necessary,
please indicate what placement test.) None

10. Projected enrollment per section each semester 55 - Day; 20 - Evening 38

Number of sections offered each semester 3 or 4 - Day; 1 - Evening

11. Anticipated frequency of course offering (List semester(s), e.g., Fall, Spring, Summer) Days 2 or 3 times Fall-Spring Evenings 1 time Fall

COMPLETE QUESTIONS 12-14 FOR NEW COURSE PROPOSALS ONLY

12. Approximate total cost of equipment that must be acquired for the course. Not applicable

If over $50, approximate cost of supplies used per section for the course. ______

Required instructional facilities other than typical classroom (please specify) ______

Are these required facilities currently available? ______

If not, how will they be obtained? ______

Proposed semester and year for initial offering ______

FOR COURSES SPECIFICALLY DESIGNED TO TRANSFER Not applicable

14. Institutions to which the course will transfer. (Number of institutions needed to support transfer status of a course should be no less than three and should reflect those institutions to which students in your program commonly transfer.)

A. ______

B. ______

C. ______

PART II (COMPLETE FOR ALL COURSES)

If more than one set of responses per course is submitted for the items specified below, please include the instructor's name and course section number.

15. Learning Objectives of the Course
(Objectives should state what skills and competencies students are expected to gain from the course.)

16. Course Outline
(The course outline should be detailed, organized in logical units, and accurately reflect the content and pacing of the course. It should include course assignments when available.)

SEE ATTACHED

17. Teaching Methods
(e.g., lecture, discussion, use of media)

SEE ATTACHED

18. Basis of Student Evaluation
(Grading criteria should show how assignments, tests and other evaluative material contribute to the student's final grade. Evaluative procedures should relate to course learning objectives.)

SEE ATTACHED

19. Attendance Policy
(Attendance policy should address student tardiness, and absences and how they affect student progress and grades.)

SEE ATTACHED

20. Text, Reference and Supplementary Material
(Reading lists should be attached. "Class handouts" may also be included.)

SEE ATTACHED

21. Student Cost beyond tuition and text
(e.g., supplies)

SEE ATTACHED

15. Learning Objectives of the Course NUR:114

1. Demonstrate use of therapeutic techniques to enhance nurse-patient relationship and recognize how blocks interfere with this process.

2. Demonstrate recognition of psychosocial components included in terminating relationships with patients.

3. Apply principles of body mechanics as they relate to selected nursing skills.

4. Demonstrate skill in applying principles of medical and/or surgical asepsis when performing selected nursing procedures.

5. Demonstrate use of the nursing process by assessing, analyzing, planning and implementing nursing care for patients with problems of mobility, nutrition fluids and elimination.

6. Attain a 100% score on a test related to calculating dosages of parenteral medications.

7. Demonstrate safely administering an intramuscular and/or subcutaneous injection selecting an appropriate site and using aseptic technique.

8. Describe the nurse's role in identifying and intervening with actual complications that occur during pregnancy.

9. Demonstrate ability to teach the expectant mother about methods of feeding the newborn.

16. Course Outline

LEG A

1. State two physical conditions that encourage the breakdown of skin and two measures that the nurse can take to remedy these conditions.

2. List three adaptations you would make when providing mouth care for a patient wearing dentures.

3. Give one example of a complication occurring in each of five body systems affected by prolonged bedrest, and state one nursing measure that would prevent each one of the stated complications.

4. Give a picture of an extremity and a joint in the body, show the maximum positions the extremity and joint will normally allow, and identify each type of movement.

5. Demonstrate opening packages of sterile equipment without contaminating them, and describe the principles of surgical asepsis you are using.

6. Demonstrate maintaining sterile technique when putting on disposable sterile gloves (open method).

7. Demonstrate irrigating a retention catheter without contaminating the inside of the solution container or the tip of the syringe and chart the results of the procedure.

8. Demonstrate catheterizing a patient taking steps to maintain the dignity and comfort of the patient and the sterility of the urinary bladder.

9. Demonstrate sterile forceps technique.

10. Demonstrate organizing your actions to give effective nursing care to two patients.

11. Demonstrate removing and reapplying elastic bandages or hose to a leg from the heel to the groin.

12. Given a written conversation between a patient and a nurse, state the rationale for the nurse's responses.

/

16. Course Outline

LEG B

1. Given two dry parenteral medications, one with directions on the label for preparation and dilution and one without directions, prepare specified dosages of each measured in cc or minims.

2. Given two pictures of syringes and needles, color or identify the area that can be touched by nurse's fingers before drawing up the medication, and then identify the areas that can be touched after the medication is in the syringe before it is given to the patient.

3. Demonstrate preparing a specific dosage of medications for injection without contaminating the needle or medication(s) from:

   an ampule

   a multiple-dose vial, leaving the pressure inside the vial at atmospheric pressure

   a prepackaged system such as Tubex

   two medications combined into one injection

4. Given a picture showing several syringes and needles of assorted sizes, select the best one for giving a specified medication to a specific patient.

5. Given anatomic diagrams of the gluteal, deltoid, and femoral areas of different-sized persons, identify entire area in each picture that could safely receive an intramuscular medication.

6. Demonstrate giving an intramuscular injection to a patient based on the following criteria: selection of a safe site, relaxation of the muscle to be injected, use of aseptic technique, aspiration before injection of the medication, use of correct angle, and prevention of tracking.

7. Given a picture of a person, draw in four areas on the body that could safely receive a subcutaneous injection.

8. Demonstrate giving a subcutaneous injection using the following criteria: selection of a safe site, use of aseptic technique, use of correct angle, and aspiration before injection of the medication.

9. Demonstrate obtaining a urine specimen fro a catheter without contaminating the tip of the catheter tubing.

10. List three nursing actions that are designed to decrease infection in the urinary bladder while a retention catheter is in place.

11. Demonstrate ambulating a patient with a urinary catheter in place taking precautions to prevent contamination of the urinary bladder.

12. State at least one difference between a cleansing enema, return flow or Harris Flush, and retention enema, including definition, purpose, equipment, and procedure.

13. Demonstrate giving a cleansing enema at a safe rate and temperature with the patient placed in the most effective position.

14. List three observations in a report on the results of the enema.

15. List four steps in preparing and inserting a rectal tube.

16. Demonstrate accurately testing a urine specimen for sugar and acetone.

16. Course Outline

LEG C

1. Given a building that houses aged persons, identify at least one physical facility that is present that encourages or discourages each of the following:

   Ambulation and exercise

   Bowel and bladder control

   Socialization and intellectual stimulation

   Optimum nutrition

   Safety

2. List two facilities in your community that help elderly persons to continue to live in their homes.

3. Given a description of an aged patient with behavior characterized by self-pity, excessive dependence, or withdrawal, list three actions that a nurse could take to reinforce positive behavior and to discourage the undesirable behavior.

4. Given a list of actions that could be used to modify another person's behavior, rearrange them into the proper sequence and describe the rationale for behavior modification.

5. Given a description of an aged patient experiencing stress, list three actions that nursing personnel could take to support him through the experience.

6. Demonstrate accurately weighing a patient on a balanced scale.

7. List two areas that require special care when a patient has a nasogastric tube in place.

8. Demonstrate giving a nasogastric feeding with the feeding tube already in place, taking specific steps to insure the safety of the patient (e.g., location of tube in stomach), and giving a rationale for actions before, during, and after the procedure (consider all age groups.)

9. Demonstrate irrigation of a nasogastric tube.

10. Demonstrate inserting a nasogastric tube, taking specific steps to provide for the patient's comfort and checking the location by two different means.

11. List three special precautions you can take when feeding a patient who has a swallowing problem.

12. Give three examples each of food included and not included in the following diets: bland, low sodium, low fat, high protein, high carbohydrate, low calorie, low residue.

13. List three nurse's actions that would be helpful in preparing a patient for terminating a relationship with a nurse.

14. List two observations which would indicate that intravenous fluids are not being absorbed into the patient's system properly.

15. Given the specific amount of intravenous fluids to be administered and the period of time for administration, calculate and adjust the number of drops per minute.

16. List six nursing observations that are related to fluid and electrolyte balance.

17. Teaching Methods:

Lecture

Discussion

Demonstration

Role playing

Individualized instruction

Teacher written topic presentations

16 mm films

Slides

Videotapes

Filmstrips/tapes

Models

Selected books

Journal articles

18. Basis of Student Evaluation:

(A) Classes:

1. All students are expected to participate in large group preparatory sessions as well as in small group discussions. During the course the student is expected to serve as discussion leader a minimum of one time.

Upon completion of this course, a comprehensive written examination is given. A grade of 77% or better is required in order to progress to the next course.

A grade of 100% is required on the math quiz related to calculations of dosages for parenteral medications. The student has the opportunity to retake the quiz as needed and must demonstrate achievement of 100% before testing NUR:115, Nursing V.

College Lab:

Evaluation of performance is based upon criterial as identified in the skill guide for each procedure to be performed. The student has the opportunity to repeat the performance until criteria is satisfactorily met.

Clinical:

Clinical performance is evaluated as satisfactory or unsatisfactory as determined by the criteria specified in each clinical objective and in the criteria for daily clinical performance. The student has the opportunity to correct unsatisfactory performances in future clinical sessions. The student who receives unsatisfactory in the clinical area will receive a grade of "F" for the course regardless of the theory grade. The student has the opportunity to repeat the course one time only. Clinical evaluation conferences are held at midterm and at the end of the semester. On-going individual clinical conferences are held depending on the needs of the student as determined by the student and/or instructor.

Summary of requirements for successful completion of NUR:114:

1. Minimum of 77% grade in theory.
2. Satisfactory evaluations of skills performed in the college lab.
3. Satisfactory evaluations of objectives performed in the clinical area.

19. Attendance Policy:

Students are expected to attend all classes: GIT sessions, discussion groups, college laboratory, clinical laboratory, and advisor appointments. Any excess of absences or tardies totaling more than 4 hours will be considered in the overall evaluation.

Tardiness Policy:

Being tardy 3 times regardless of length of time for GIT sessions, discussion groups, college lab, and for advisor appointments will constitute one (1) absence. Being tardy one time for more than 30 minutes or 2 times for less than 30 minutes to clinical lab will constitute one (1) absence.

20. Text, Reference and Supplementary Material:

1. Kozier, Barbara and Erb, Glenora L. Fundamentals of Nursing: Concepts and Procedures, Addison-Wesley Publishing Co., California, 1979.
2. Olds, et. al. Obstetric Nursing, Addison-Wesley Publishing Co., California, 1979.
3. Robinson, Corinne H. Basic Nutrition and Diet Therapy, 4th Edition, MacMillan Publishing Co., Inc., New York, 1980.
4. Rodman, Morton J. and Smith, Dorothy W. Pharmacology and Drug Therapy in Nursing, 2nd Edition, J.B. Lippincott Co., Philadelphia, 1979.
5. Roe, Anne K. and Sherwood, Mary C. Learning Experience Guides For Nursing Students, Vol. I, 3rd Edition, John Wiley and Sons, New York, 1978.

21. Student Cost Beyond Tuition and Text:

Liability insurance and paper fee are included in cost for semester when student enrolls in NUR:111 Nursing I.

COURSE SYLLABUS OUTLINE

PART I (COMPLETE FOR ALL COURSES)

1. Course abbreviation and number NUR:115

2. Course title Nursing V

3. Credit hours 2 Contact hours 6 Lab hours 6 Other; specify (e.g., additional open lab hours) Open Lab Monday - Friday, 7:30 - 4:00 - Day
Wednesday - Thursday, 5:00 - 9:00 - Evening

4. Catalog Description

NURSING V
Continuation of NUR:114. This course utilizes the nursing process as it introduces the common daily need of sleep and rest. This course is a transition to caring for persons of various age groups who are ill. Emphasis is placed on community resources. Includes clinical experience.

5. Course [✓ requirement] or elective for Nursing program.
(circle one) specify

6. Primary purpose of the course within the department.

This is the fifth of fourteen nursing courses required to obtain an Associate in Applied Science Degree in Nursing. This course continues to set a foundation for subsequent courses in the nursing program curriculum.

7. Relationship of the course to College Objectives and to other instructural areas.

(A) Relationship of Course to College Objectives:
This course is the third in the nursing curriculum that leads to the Associate Degree in Nursing which provides students with marketable career skills.

(B) Relationship of Course to Other Instructional Areas:
Courses from the general curriculum provide the nursing student with a basic foundation while they acquire and learn to implement nursing skills in the clinical setting.

Other (please specify)

8. Degree requirement for: Associate in Arts

Associate in Applied Science Nursing

Other (please specify)

9. Course prerequisites Satisfactory completion of NUR:114 with a grade of "B" or above and achievement of 100% on Math quiz
Course corequisites Anatomy and Physiology I, English Composition I, General Psychology
(If placement testing is necessary, please indicate what placement test.) None

10. Projected enrollment per section each semester 55 - Day, 20 - Evening

Number of sections offered each semester 3 or 4 - Day; 1 - Evening 51

11. Anticipated frequency of course offering
(List semester(s), e.g., Fall, Spring, Summer) Days 2 or 3 times Fall-Spring
Evenings 1 time Fall

COMPLETE QUESTIONS 12-14 FOR NEW COURSE PROPOSALS ONLY

12. Approximate total cost of equipment that must be acquired for the course. Not applicable

If over $50, approximate cost of supplies used per section for the course. ______

Required instructional facilities other than typical classroom (please specify) ______

Are these required facilities currently available? ______

If not, how will they be obtained? ______

Proposed semester and year for initial offering ______

FOR COURSES SPECIFICALLY DESIGNED TO TRANSFER Not applicable

14. Institutions to which the course will transfer. (Number of institutions needed to support transfer status of a course should be no less than three and should reflect those institutions to which students in your program commonly transfer.)

A. ______

B. ______

C. ______

PART II (COMPLETE FOR ALL COURSES)

If more than one set of responses per course is submitted for the items specified below, please include the instructor's name and course section number.

15. Learning Objectives of the Course
(Objectives should state what skills and competencies students are expected to gain from the course.)

16. Course Outline
(The course outline should be detailed, organized in logical units, and accurately reflect the content and pacing of the course. It should include course assignments when available.)
SEE ATTACHED

17. Teaching Methods
(e.g., lecture, discussion, use of media)
SEE ATTACHED

18. Basis of Student Evaluation
(Grading criteria should show how assignments, tests and other evaluative material contribute to the student's final grade. Evaluative procedures should relate to course learning objectives.)
SEE ATTACHED

19. Attendance Policy
(Attendance policy should address student tardiness, and absences and how they affect student progress and grades.)
SEE ATTACHED

20. Text, Reference and Supplementary Material
(Reading lists should be attached. "Class handouts" may also be included.)
SEE ATTACHED

21. Student Cost beyond tuition and text
(e.g., supplies)

SEE ATTACHED

V. Level 5 Objectives (Part 15)

At the end of this course, the student shall be able to:

1. Employ therapeutic communication techniques useful in helping patient express concerns, make decisions, and solve problems.
2. Identify situations for which accident reports are required and describe the nurses' legal responsibility in such situations.
3. Demonstrate use of the nursing process by assessing, analyzing, planning, implementing, and evaluating nursing care for patients with pain, sleep disorders, skin lesions, sensory impairments, and problems related to cleft lip/palate.
4. Given the names of drugs used for treatment of eye and skin disorders, demonstrate knowledge of average dosage, action/use, side effects, and nursing implications.
5. Compare normal emotional and physical growth and development of the middle-age and elderly adult.
6. Promulgate information obtained about community agencies that provide services for patients with sensory impairments, speech defects, mental health problems and specific services for the elderly.

16. LEG A OBJECTIVES

1. Given a recording of a group discussion of which you were a member, or an actual discussion, identify at least one example of the following: shared your feelings about aged persons; talked about how your feelings affect your behavior toward aged patients; helped another group member to clarify and to express his/her thoughts and feelings.

2. Given a description of a relationship between an aged person and the person responsible for his care, identify what behavior exhibited by the caretaker affects the aged person's expectations of himself and his resultant behavior.

3. Given a list of physical and behavioral changes in an elderly person, select those that result from the normal aging process.

4. List six actions on aged person could take to promote his normal physiologic functioning.

5. Given physical or behavioral changes resulting from the aging process, state at least one adaptation in basic care that should be made in response to each change.

6. Identify two developmental tasks and two physical changes of the adult in the middle years.

7. Observe and record examples of one patient's behavior that demonstrate how illness is affecting the following human needs: physiologic, safety, love and belonging, esteem, and self-actualization.

8. Demonstrate planning nursing care for one patient, giving total patient care, charting in the patient's record, and giving a verbal report to the nurse.

9. Define the following terms: nuclear family, communal family, extended family and family cycle.

10. State the leading cause of death in the United States for each of the following age groups: children, young adult, middle-aged adult, and aged adult.

11. Give an example of an educational program designed to decrease the incidence of each of the following problems: accidents, heart disease, and cancer.

12. List one official and one nonofficial (voluntary) agency and describe the main function of each.

13. Given an illustration or an actual patient with a skin lesion, record the appearance of the lesion in terms of size, color, and character so another person could select that particular lesion from a group of varied lesions.

14. List six actions that a nurse can take when caring for a patient with skin lesions that will contribute to healing.

15. Describe three skin lesions that are considered precancerous.

16. Describe the primary and secondary skin lesions of syphilis.

17. Given any one of the following topical treatments, state the purpose or desired effect and describe how you would carry out the procedure: medicated baths, sterile wet dressings, and medications.

18. Given a verbal description of a skin disease, role play making an assessment which includes questioning the person to find out:

the exact appearance and extent of the lesion
the symptoms caused by the lesions, such as itching
the time of onset and contributing factors
the chance of exposure to a communicable disease and date
what the person thinks or feels about the disease.

PL.LEG B OBJECTIVES

1. Describe five patient behaviors that could indicate that the patient has pain.

2. Assess the nursing needs of patients who have pain and describe at least three nursing interventions which you might use to alleviate pain, not including medication.

3. Demonstrate preparing, administering and charting a p.r.n. narcotic medication within twenty minutes.

4. List the main points of the laws that govern the administration of narcotics in your state and/or the practice in your hospital (e.g., who may administer narcotics and how these drugs are signed for, etc.).

5. Given a real or hypothetical incident, a copy of your hospital's incident report, and a list of information related to the incident, select which facts must appear on the incident report.

6. Given the same incident as in Objective 5 and a list of possible corrective actions a nurse could take, select which actions would be the best for that incident and state why.

7. List four observations that might indicate an ear or hearing problem.

8. Differentiate between conductive and sensorineural hearing loss in regard to the following: locations within the ear, symptoms, and treatment.

9. List one cause of hearing loss from inner ear damage in each of the following age groups: prenatal, childhood, adult, aged adult.

10. Describe two communication methods that become more important when a person has reduced ability to hear and two when the person cannot talk.

11. List two pieces of equipment used to test hearing acuity.

12. List one community resource available to persons with each of the following problems: deaf, speech loss, speech defect.

13. Demonstrate administering ear drops taking steps to insure that the medication reaches the ear drum.

14. Describe one action the nurse or mother could take to meet an infant's oral needs when a clift lip and palate are present during the following periods: before cleft lip repair and immediately following cleft lip and palate repair.

15. List three actions the nurse can take to increased woundhealing following both cleft lip and cleft palate repair.

16. Given a list of possible nursing actions, select those you would use to feed an infant following cleft lip surgery using an asepto syringe and tubing.

17. List one agency in your community that offers financial assistance to families with children requiring cleft lip and cleft palate repair.

18. Given a sample of conversation in which a person is expressing feelings of concern or worry, make a response which encourage that person to express himself further or move toward a solution of his problem.

16, LEG C OBJECTIVES

1. Identify and describe the stages of the sleep cycle.
2. Make a nursing assessment of a patient with a sleep problem and identify the nursing actions that might promote sleep.
3. List two safety precautions followed in your hospital that are designed to prevent medication errors when preparing and administer eye drops.
4. Differentiate between an eye pad and an eye shield and demonstrate applying each.
5. Given a list of actions, select those that should be followed to evert an upper eyelid and arrange the actions in correct sequence.
6. Demonstrate administering eye medications, including drops and ointments using the criteria of safety and comfort for the patient.
7. Demonstrate giving an eye irrigation using the criteria of safety and comfort of the patient.
8. Classify the following drugs as mydriatics and cyclopegics or miotics; indicate their use with eye patients and one nursing implication: pilocarpine hydrochloride, atropine sulfate, cyclogyl, physostigmine sulfate.
9. List six observations that could indicate an eye or vision problem.
10. List six pieces of equipment required to test visual acuity.
11. Describe two communication methods that become more important when a person is unable to see and give examples of how you would use these methods when giving nursing care.
12. List one community resource available to blind persons.
13. List care needs of a patient with an ocular prosthesis including contact lenses.

17. Teaching Methods:

Lecture

Discussion

Demonstration

Role playing

Individualized instruction

Teacher written topic presentations

16 mm films

Slides

Videotapes

Filmstrips/tapes

Models

Selected books

Journal articles

18. Basis of Student Evaluation:

(A) Classes:

1. All students are expected to participate in large group preparatory sessions as well as in small group discussions. During the course the student is expected to serve as discussion leader a minimum of one time.

Upon completion of this course, a comprehensive written examination is given. A grade of 77% or better is required in order to progress to the next course.

College Lab:

Evaluation of performance is based upon criteria as identified in the skill guide for each procedure to be performed. The student has the opportunity to repeat the performance until criteria is satisfactorily met.

Clinical:

Clinical performance is evaluated as satisfactory or unsatisfactory as determined by the criteria specified in each clinical objective and in the criteria for daily clinical performance. The student has the opportunity to correct unsatisfactory performances in future clinical sessions. The student who receives unsatisfactory in the clinical area will receive a grade of "F" for the course regardless of the theory grade. The student has the opportunity to repeat the course one time only. Clinical evaluation conferences are held at midterm and at the end of the semester. On-going individual clinical conferences are held depending on the needs of the student as determined by the student and/or instructor.

Summary of requirements for successful completion of NUR:114:

1. Minimum of 77% grade in theory.
2. Satisfactory evaluations of skills performed in the college lab.
3. Satisfactory evaluations of objectives performed in the clinical area.

19. **Attendance Policy:**

Students are expected to attend all classes: GIT sessions, discussion groups, college laboratory, clinical laboratory, and advisor appointments. Any excess of absences or tardies totaling more than 4 hours will be considered in the overall evaluation.

Tardiness Policy:

Being tardy 3 times regardless of length of time for GIT sessions, discussion groups, college lab, and for advisor appointments will constitute one (1) absence. Being tardy one time for more than 30 minutes or 2 times for less than 30 minutes to clinical lab will constitute one (1) absence.

20. Text, Reference and Supplementary Material:

1. Kozier, Barbara and Erb, Glenora L. *Fundamentals of Nursing: Concepts and Procedures*, Addison-Wesley Publishing Co., California, 1979.
2. Olds, et. al. *Obstetric Nursing*, Addison-Wesley Publishing Co., California, 1979.
3. Robinson, Corinne H. *Basic Nutrition and Diet Therapy*, 4th ed, MacMillan Publishing Co., Inc., New York, 1980.
4. Rodman, Morton J. and Smith, Dorothy W. *Pharmacology and Drug Therapy In Nursing*, 2nd ed, J.B. Lippincott Co., Philadelphia, 1979.
5. Roe, Anne K. and Sherwood, Mary C. *Learning Experience Guides For Nursing Students*, Vol. I, 3rd ed, John Wiley and Sons, New York, 1978.
6. Marlow, Dorothy. *Pediatric Nursing*, 5th ed., W. B. Saunder, Philadelphia, 1977.
7. Brunner, Lillian and Suddrath, D.S. *Medical-Surgical Nursing*, 4th ed., J.B. Lippincott, Philadelphia, 1980.

21. Student Cost Beyond Tuition and Text:

Liability insurance and paper fee are included in cost for semester when student enrolls in NUR:111-Nursing I.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

COURSE SYLLABUS OUTLINE

PART I

1. Course abbreviation and number NUR:116

2. Course title Nursing 6 discussion

3. Credit hours 3 Contact hours 6 Lab hours (college) 2
   Other; specify (e.g., additional open lab hours) Clinical lab 10 hours (1/3 of semester)

4. Catalog description:
   Course is designed to assist the student in acquiring knowledge and skills essential to meeting the nursing needs of adults and children. Emphasis is placed on: the care of the client in crisis; the neurotic client; the pre- and post-operative care of surgical clients; and the care of the patient on labor and delivery, the newborn and postpartum mother. Both college laboratory and clinical experiences are provided.

5. Course requirement for nursing program.

6. Primary purpose of the course within the department.
   This course is one in a sequence of required nursing courses to obtain an AD in Science in Nursing.

7. Relationship of the course to College objectives and to other instructional areas.
   The program of learning, Learning Experience Guides, was adopted to further enhance implementation of our philosophy, purposes, and objectives. The curriculum consists of both nursing and non-nursing courses and is conducted in a collegiate setting. The courses in physical, biologic, and behavioral sciences provide the student with a basic foundation which can be built upon during the implementation of the nursing program. Courses in English may provide a base upon which communication skills are improved. Courses in physical education, political science and electives may be taken to diversify learning experiences and meet specific requirements of state-supported institution of higher education in Missouri. NUR:116 is a part of this curriculum.

8. Degree requirement for: Associate in Applied Science Nursing.

9. Course prerequisites: Satisfactory completion of NUR:115-Nursing V, BIO:201-Anatomy and Physiology I, and MTH:004-Nursing Mathematics. "B" in Nursing, "C" in sicence and other courses. CHM:001, ENG:101, PSY:201. Course corequisites: BIO:202, BIO:203, and PSY:205.

10. Projected enrollment per section each semester: 50 Days; 20 Evenings
    Number of sections offered each semester: 1 days; 1 evenings
11. Anticipated frequency of course offering: Days 2 times Fall, Spring
    Evenings 1 time, Fall

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK FALL '81

NURSING DEPARTMENT
NURSING VI - NUR 116
WHAT'S AVAILABLE FOR LEG VI A

GROUP DISCUSSIONS

1. Obj. 1-4 Crisis intervention, p. 7-12.
2. Obj. 5-8 Grief reaction, adjustments to a loss. p. 13-16.
3. Obj. 9-15 Grief and depression. p. 17-20.
4. Obj. 16-20 Neuroses and psychosomatic problems. p. 21-26.

- Obj. 21 Contributing to a discussion group. p. 21.

5. / Obj. 22-25 Nursing process. p. 27-28, 29-32.

Bring a N.C.P. for a depressed person you cared for - or know.

Note: You must have your drug cards as listed in clinical objective book completed before discussions which include that content.

Add the following to the list of drugs in LEGS:

MAOI:	Tricyclics:	Minor Tranquilizers:
Nardil	Norpramine	Tranxene; Serax
Niamid	Vivactil	Major Tranquilizers:
Marplan		Mellaril
		Compazine
		Thorazine

MOVIE & FILMSTRIPS

Neurotic Behavior: A Psychodynamic View (MP 157 N494)
FS: 616.895 - Filmstrips and Cassettes
D4245 Depression: Recognizing It, Treating It
Part I: Defining the Problem (13 min)
Part II: Psychological Perspective (13 min)
Part III: The Physiology of Depression (15 min)

READINGS

Textbook of Med-Surg Nursing, 4th ed. Brunner. pp. 18-27, 163-175.

Textbook of Pediatric Nursing, 5th ed. Marlow. pp. 358-360, 479-481, 700, 801-805, 852, 891, 902, Appendix I, 911-917.

*Pharmacology & Drug Therapy in Nursing, 2nd ed. Rodman & Smith, Chapters 7, pp. 131-154, 8, pp. 156-187, p. 430.

*Essentials of Psychiatric Nursing, 10th ed. Mereness & Taylor, pp. 19-26, 63-72, 113-131, *185-195, 212, *227-238, *366-382, 409-418, 429-430, 433-7, *467-482, 493 and 494.

Review Handouts from first semester:
"Defense Mechanisms" - Obj. 1-4
"Orientation to L.E.G.S." } - Obj. 21
"The Leader"
"The Nursing Process and "Nursing Diagnosis" }
"Nursing Interventions Based on Roy Adaptation Model" } Obj. 22-25
"Specific Nursing Behaviors to be Measured in the Examination for Licensure" }

Fundamentals of Nursing, Kozier & Erb. pp. 134-135, 812-818.

Abnormal Behavior by Coleman & Hogen, pp. 12-16.

Grief Responses to Long Term Illness and Disability by Warner-Beland (155.916 G848)

Community Health Nursing, Spradley, pp. 171-195 "Crisis Intervention and Prevention"

*Diagnostic and Statistical Manual of Mental Disorders, 3rd Ed.

OBJECTIVES FOR 6A

1. Given a list of events, select those that could be crisis events and state your rationale.

2. Given a list of statements, select the ones that best describe why a person requires therapeutic intervention in time of crisis.

3. Given an example of a crisis event, describe a healthy and an unhealthy way of responding to the event and the long-range consequences of each for the person experiencing the crisis.

4. Given an example of a crisis event, list three factors that affect the outcome of the crisis, and give an example of helpful nursing intervention.

5. List three reasons nurses find it difficult to assist a person to express his grief.

6. Given a list of behaviors, select those that could occur during a normal grieving process.

7. Given a list of statements, select the ones that could be used to help a patient begin to adjust to a loss.

8. Demonstrate or role play how a nurse can assist a patient to become emotionally prepared for a loss.

9. Differentiate between the cause and duration of grief and depression.

10. Given a list of behaviors, select those that could indicate depression.

11. Given a list of statements, select those that would be helpful to the depressed patient.

12. Describe three aims of nursing care of the depressed patient.

13. Chart a description of typical behaviors of a depressed patient, including one subjective and one objective observation.

14. Describe what is meant by having a therapeutic relationship with a patient.

15. Name two drugs that are in each of the following classes of antidepressants and three side effects common to each class (MAO inhibitor, tricyclic compound).

    Suggested list of antidepressant drugs for Objective 15:

    Aventyl
    Elavil
    Parnate
    Sinequan
    Tofranil

16. Given a list of statements, select those that are true about neuroses.

17. Given a list of statements, identify which are current definitions of the term psychosomatic illness.

OBJECTIVES FOR 6A

18. List the eight classifications of neuroses according to the APA and identify four symptoms or behaviors characteristic of each.

19. Describe two side effects of the minor tranquilizing drugs and list two drugs in this classification.

Suggested list of minor tranquilizing drugs:

Atarax
Equanil
Librium
Sparine
Valium
Vistaril

20. List four ways to meet the nursing needs of patients who control anxiety through physical symptoms or through ritualistic behavior and state why they help.

21. Demonstrate being a member of a discussion group and sharing information obtained in preparation for the group and contributing personal opinion, feelings, and ideas that help the group to benefit from meeting together.

22. Given a list of statements about the nursing process, identify which ones are correct.

23. Describe the first step of the nursing process and explain its significance.

24. List two methods of data collection.

25. Given the following components of the data base form (DBF), describe how many of them can be used in assessing the patient's needs.

Average day (life style)
Chief complaint or concern
  (in own words)
Current lab exams and results
Current medical orders
Environment (home situation)
Mental/emotional status
Physical description
Physiological data
Social data

Course Outline

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

NURSING VI, NUR:116

WHAT'S AVAILABLE FOR LEG VII A

DISCUSSION GROUPS

Hr. The nurse's role in the emotional preparation of patients for surgery. Obj. 1-4, pp. 167-171.

Hr. Teaching patients--preoperative preparation. Demonstrate by role play. Obj. 5-11, 26. pp. 173-184, 209.

1/2 Hr. Preoperative medications. Play Bingo and work problems listed. Obj. 12-14, pp. 185-188.

The four stages of anesthesia. Obj. 28, pp. 209-210.

Hr. Caring for the patient recovering from anesthesia. Obj. 15-19, pp. 189-200.

1/2 Hr. Planning postoperative care. Obj. 20-25, 27. pp. 201-208, 209.

Nursing care planning including human needs. Obj. 29-33, pp. 211-218. Not For Discussion.

LIBRARY RESERVE

TRAINEX:
Preoperative and postoperative care: FS 610.73 P927 1975
Surgery: FS 617 S961
Sterile technique and dressing change: SL 617.93 S838
Introduction to shock management: FS 610.73 I616
Nursing care during I.V. therapy: FS 610.73 N97393
Preparing the child for procedures: FS 610.73 P928

SLIDES: (Fiche)
Teaching preoperative patients and transporting them.
Care of post-anesthesia patients.
Care of post-operative patients.

ARTICLES:
"Postoperative Assessments: The Key to Avoiding Most Common Nursing Mistakes." Nursing 79, April. Required. ***
"Understanding Children's Needs." Nursing 74, October.**
"Teaching--Teamwork." RN, May, 1974.**
"Teamwork--Four Steps." RN, May, 1974.**
"Preoperative Teaching for GYN Patients." AJN. June 1977.
"The Elderly As Surgical Patients." RN, June 1974 **
"Wound Care." Nursing 75, August.**
"Wound Suction." Nursing 75, October.**

Outstanding Reading

WHAT'S AVAILABLE FOR LEG VII A (cont.)

READINGS

Text of Med-Surg Nursing. Brunner, 4th ed., pp. 18-27, 307-320, 322-335, 336-344, 346-378.

Pharmacology and Drug Therapy in Nursing. Rodman, 2nd ed., Chapters: 14, 15, 16, 17, 18, 19, 20, 21 plus individual drugs.

Text of Pediatric Nursing. Marlow, pp. 242-245, 529-554, 856-864.

LARGE GROUP

GIT session
Film: "I'm Not A Small Adult" (Preparation of children for surgery.)

COLLEGE LAB C-413

Practice making a surgical bed.
practice transfers--bed to stretcher and back--pre- and post-op.
Review Pre-op meds.
Practice and demonstrate setting up and giving pre-op hypo.
Review pre-op check lists and orders.
Inspect skin prep trays.

CLINICAL LAB (HOSPITAL)

Talk with pre- and post-op patients about their fears, questions, etc.
Care for pre- and post-op patients.
Do pre- and post-op teaching of patients and/or family.
Discuss in post-conference, care given surgical patients.

STUDY HELPS FOR LEG VII A

1. Be able to define and spell the new terms and abbreviations on page 166.

2. Obj. 1-4: A1, A4, B1; pp. 167-171.
   Obj. 5-7: A1, A4, B1, B2, B3; pp. 173-175.
   Obj. 8-11: A2, B1, B2, B3 (p. 184); pp. 177-184.
   Obj. 12-14: A1, A2, A4, B1, B2; pp. 185-187.
   Note: You must know pp. 186-187.
   Obj. 15-19: A1, A4, B1; pp. 189-200.
   Obj. 20-25: A1, A4, A5, A6, B1, B2, B3; pp. 201-208. (Add drug, Ilopan to Obj. 24).
   Obj. 26-28: A1, A2, B1; pp. 209-210.
   Obj. 29-30: A1, A2, Comments, B2; pp. 211-213.
   Obj. 31-32: Comments, A1, A2, B1; pp. 215-216.
   Obj. 33: A1, A3, A4; pp. 217-218.

STUDY HELPS FOR LEG VII A (cont.)

3. Complete the "Have I Learned?" Test, pp. 219-228.

4. Math problems (2) will be included in the Level test on LEG 7A. You must be able to work math.

5. Medications mentioned in the LEG and Post-Test are the ones you are responsible for.

6. Excellent article (required). "Post-operative Assessment: The Key To Avoiding Most Common Nursing Mistakes." Nursing 79, April.

OBJECTIVES

1. State two benefits of helping the preoperative patient cope emotionally with his impending surgical experience.

2. Given a sample of conversation between a nurse and a patient, identify the clues that the patient is giving the nurse about his preoperative fears and state whether the nurse's responses are encouraging or discouraging the patient to explore and express his fears. (Refer to "Have I Learned" test.)

3. Demonstrate by role playing how a nurse can assist a patient to become emotionally prepared for a change in body image due to surgery. (To be done in group.)

4. Role play a nurse admitting a child to the hospital showing the nurse helping the parents and child (1) to become acquainted with the hospital environment and routine and (2) to establish lines of communication with the staff. (To be done in group.)

5. Given a patient situation, state how each of the following will help or hinder a patient's ability to withstand the stress of anesthesia and surgical trauma: age, weight, normal activity, respiratory function, cardiac function, kidney, and hepatic function.

6. Given a description of a patient, state what specific preoperative explanations and teaching would help the patient's postoperative progress and state in what way it would help.

7. Demonstrate making a surgical bed and, in groups of two, three, and four, moving a person with or without an abdominal incision from a stretcher to a bed and back again without causing danger or discomfort to the patient or strain to yourself. (In College Lab.)

8. From a list of actions, select those that should occur to prepare the patient for surgery the evening prior to surgery. (Use Pre-Op check list in College Lab.)

9. Given a list of laboratory reports for WBC, hemoglobin, hematocrit, and urinalysis and their normals, state which would need to be called to the physician's attention preoperatively and might prevent surgery. (Refer to Laboratory Tests by Byrne, et. al.)

10. Omit objective.

11. Demonstrate or describe preparing a patient for surgery on time, including the following preoperative activities: mouth care, nail and hair care, care of prosthesis, removal of makeup and jewelry, restriction of food and fluids, special clothing, medication, general hygiene, providing for elimination, providing for means of identifying patient.

12. Given a list of desired and undesired side effects of drugs in the following classifications, select those for which you would be observant when giving each drug to a patient: analgesic, anticholinergic, tranquilizer, sedative, and antiemetic.

    Suggested drug list for Objective 12:

    Atropine
    Compazine
    Demerol
    Morphine
    Percodan
    Phenergan
    Seconal
    Scopolamine
    Talwin
    Tigan
    Vistaril
    Nembutal
    Robinul
    Darvon
    Darvon Compound
    Darvocett - N

13. Demonstrate safely administering a preoperative medication exactly on time. (In College Lab.)

14. Given an order for a medication in a pediatric dosage, describe how you will prepare the medication, how much you will administer in cc's or minims, and how you will administer it to the child. Be able to do math problems. (In group and College Lab.)

15. Describe three expected behaviors of patients in the two to three hour period following surgery with general anesthesia or spinal anesthesia and list safety precautions required in caring for them during this period of time--In Recovery Room.

16. List four to six observations that would make you suspect a patient was bleeding or going into shock.

17. Demonstrate suctioning a person's mouth and nose using either a wall suction or a portable suction machine to maintain a patent airway and to facilitate gas exchange. (In College Lab.)

18. Given a description of how to insert a nasal catheter for administration of oxygen to an adult or child, state whether the procedure is correct or incorrect and why. (Refer to "Have I Learned" Test.)

19. Describe caring for a patient, listing observations that would call for action during the two to three hour period following surgery with a general anesthetic, recognizing the following conditions:

    patent or obstructed airway
    level of consciousness and reflexes
    I.V. absorption, type and amount
    restleness
    discomfort
    amount and type of wound drainage
    early signs of shock
    vomiting and aspiration

OBJECTIVES

20 Given a list of actions, select those that will help to prevent atelectasis, thrombophlebitis, and wound infection and state how they may help.

21. Demonstrate explaining to a patient why and how to move in bed, ambulate, deep breathe, and cough soon after surgery using the criteria of preventing undue strain and discomfort on the operative site. (In group - Role Play.)

22. Describe how tranquilizer, narcotic, narcotic antagonist, and anticholinergic drugs contribute to or relieve the following postoperative problems: distention, urinary retention, vomiting, pain, constipation, and respiratory depression.

23. Care for postoperative patient, planning and implementing care to relieve common discomforts and to hasten recovery from surgery. (In Clinical. Discuss care in group.)

24. Write the action/use, routes of administration, and nursing implications for the cholinergic drug classification as commonly used postoperatively. Suggested drug list: Urecholine, Prostigmine, Ilopan.

25. Demonstrate changing dressings and giving wound care following the principles of surgical asepsis and charting your procedure and observations. (In College Lab.)

26. Given two to four patients to prepare for surgery during a specified period of time, state how you would organize your time and implement care without forgetting any details, completing the preoperative checklist and assessing patient needs.

27. Given a patient of any age, state specific ways a close relative could assist in both pre- and postoperative care.

28. Describe the four stages of anesthesia. Know the danger stage of Induction and the danger stage of Anesthesia.

29. Describe the second step of the nursing process.

30. Explain the purpose of a written nursing care plan.

31. List in sequence the five levels of needs according to Maslow.

32. Describe each level and give one example of a need at each level.

33. Describe the third step of the nursing process.

LEGS Vol. II FALL 1981

Nur 116 Nur 117 Nur 118

COURSE REQUIREMENTS IN ADDITION TO STUDENT POLICIES FOR NURSING CURRICULUM

A. ATTENDANCE POLICY:

Attendance is required. Excessive absences may result in dismissal from a course, (based on a 5 week course).

1. Excessive absences are defined as follows:
    a. More than 4 hours of GIT and discussion
    OR
    b. More than 1 day of college laboratory
    OR
    c. More than 1 day of clinical laboratory
2. Being tardy excessively will be considered in retention. Excessive tardies are defined as being late more than 2 times per week.
3. Students will be notified of any changes in the above.

B. WRITTEN REQUIREMENT FOR THEORY:

1. LEG Tests. One short test (20 points) will be given per LEG for a total of 3 tests (60 points) per course. Material tested may include that day's work but not go beyond that point. Each test will be allotted 20 minutes. Grades from the 3 LEG tests will be averaged. An average grade of 93 or better will add 1 point to the final course grade.

NOTE: a. If the student is late to class on the day the LEG test is given, he/she will be allowed to take the test for the remainder of the specified time. No retests will be given on the short test(s).

b. If the student is absent from the test, a make-up test may be taken at the instructor's discretion. The testing time will be limited to 10-15 minutes depending on the test content.

2. Comprehensive Examination. One comprehensive examination will be given at the end of each course. Grade = 100% of the final grade. Retest(s) will be given.

GRADE SCALE: A = 93-100, B = 85-92, C = 75-84

NOTE: Examination results (grades) will be either given to the student(s) during the next day's class session or posted outside of C 424 on the day following the examination. Grades will not be given out on the day of the examination.

3. Math Tests: A math test will be given prior to the comprehensive exam. There will be 6 questions on the test. Fifteen minutes will be allowed per test. Grading will be as follows:

    a. 5 or 6 correct = 1 point added to final grade.
    b. 1 or 2 correct = 1 point subtracted from final grade.

4. Annotated Bibliography Cards may be required at the instructor's discretion. Grades of "S" and "U" will be given. A grade of "U" will require that the care be corrected for an "S" grade.

Course NUR: 117

WHAT'S AVAILABLE FOR LEGS VIII A

ANNOUNCEMENTS

BE sure to do terms and also refer to your vocabulary handout.

ERROR: Bottom p. 354-change Obj. 22 to Obj.24 page 351.

COLLEGE LAB

Review infant feeding, handling, & bathing.
Review newborn characteristics-Ross Lab Chart and volume I.
ASSIGNMENT GAME: Postpartum Patients
BINGO - Obstetric Drugs
* GLOVING & CATHETERIZATION: Required prior to entering Level 9.
CHARTS ON GROWTH AND DEVELOPMENT
Table in C415 has booklets, articles, pamphlets which may be signed out. Also has information on FAMILY PLANNING.

HOSPITAL LAB

CARE FOR Mothers who had vaginal birth. ID problems, utilize nursing process.
Visit/care for a mother who had a C/S birth. Make pertinent observations.
Care for a single parent.
TEACHING: Self care or review self care with a client.
* PSP: Required. Due Mon. after experience.

Care for a newborn who is breast feeding.
Care for a newborn who is bottle feeding.
ASSESSMENT OF THE NEWBORN: Required. Due Mon. after 1st week experience.
REFER TO CLINICAL OBJ. BOOK for specific obj.

READINGS

LDS: Obstetric Nursing Chapt. 22,23,27,28,&30. Attachment problems 980-82. Puerperal psychiatric discorder 982-83. Immediate care of NB 505-11. Episiotomy/Lacerations 612-13 C/S 618-24.
MARLOW: Textbk. of Ped. Nursing Newborn 131-33, 136-52, 154-182. Infant 335-85.
RODMAN & SMITH: Pharmacology & Drug Therapy in Nursing. Antilactogenics, oxytocics, and silver nitrate.

EVALUATION (theory)

ANNOTATED BIB.: Required prior to course exam.
SELF TEST: Be sure to do.__________.
COURSE EXAM: #1__________#2__________#3__________
INDIVIDUAL CONFERENCES:

BOOKS IN OFF C 414 May sign out.

Roe, NURSING IN THE 70's
THE WOMANLY ART OF BREAST FEEDING LLL
Phillips, FATHERING.
Hymovich, NURSING OF CHILDREN
Anderson, INTERRUPTION IN FAMILY HEALTH DURING PREGNANCY. (pp. psychosis)

DISCUSSION GUIDE

POSTPARTUM CARE: Definitions, postpartum checks, observation during pericare/dressing change application of principles of asepsis, common daily needs, taking-in, taking-hold & nursing activities. Comparison of the C/S birth client with the one who had a vaginal birth. Pages 324-27. Objectives 1-5.

ASSISTING MOTHERS FEEDING INFANTS:
Give a brief review of advantages/disadvantages of breast feeding.
Discuss points to be considered in assisting a mother who is formula feeding and one who is breast feeding.
Go over the situations for discussion in Legs, pp. 331-33. Objectives 6-8.

EDICATIONS TO SUPPRESS LACTATION: Cover if time.

EWBORN: This substitutes for Objectives 11,12&1
Review NB characteristics, reflexes, stool cycle, and care of the NB (delivery room & nursery) Be sure to include page 336.

PHYSICAL, PSYCHO-SOCIAL DEVELOPMENT:
Review for newborn and infant. Also, discuss the effects of crisis on the 1-6 mo. old and the 7-12 mo. old. Pp. 341-42. Do the worksheet handout you received. Obj. 14-

MOTHERING: ID mothering characteristics. Discuss attitudes of new mothers and ID their emotional needs. Discuss postpartum blues, psychosis. Bottom p. 345, pp. 347-50.
Also see "mothering statements" on p. 355.
Objectives 16-23.

SINGLE MOTHER: ID some of their problems. Discuss interactions between nurse & client p. 353 and 355 (top and middle). Obj. 24.

ADOPTION: Where do you find out info concerning agencies? ID some agencies. Private/public support? Obj. 25.

FAMILY PLANNING METHODS: Types, advantages/disadvantages. Add ovulation to your list on page 354. Objective 26.

NURSING PROCESS (hospital lab) PSP. Obj. 29.

APGAR WILL NOT BE DISCUSSED-IT WILL BE TESTED.

LIBRARY - RESERVE

TRAINEX: Infant Care-Breast Feeding F8615.92 I4
" Postpartum Care FS 610.736 P 858
" Urinary Cathertization SL 610.73 U 76

Articles:

How We Solve Breast Feeding Problems, RN March'
This is the HUBBARD ARTICLE, very good.
Conflicting Perspectives on Breast Feeding, AJN October '74.
Correcting Inverted Nipples, AJN March '75.
Breast Feeding Works for Cesareans, Too, RN 12/

over

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LIBRARY RESERVE CONTINUED

The Need to Wean As Much for Mother as for Baby, RN May 1976. Good
Breast Milk for Infants Who Can't Breast Feed, AJN May 1978.
How Common Drugs Affect Breast - feeding, RN December 1979.
Putting More PEP Into Parenting, AJN October 1974.
Mothering the Mother, AJN March 1977.
Unwed Pregnant Adolescents, Their Mother's Delemma, Nursing Clinics of No. Am., March 1974.
Sex During and After Pregnancy, AJN, August 1974.
Sexual Counseling for Pregnant Couples, MCN May/June 1976
Maternity Nursing Stops Too Soon, AJN October 1975. Good.
Catheterization of the Maternity Patient, AJN May 1975.
How 1st Time Fathers Feel Toward Their Newborn, MCN November/December 1976.
Is the Nurturing Role Natural to Fathers? MCN November/December 1976.
The Young Adult: Stepping into Parenthood, AJN August 1976.
The Young Adult: Adjusting to Single Parenting, AJN August 1976
Postpartum: Development of Maternicity, AJN July 1977. Includes "Learning Needs of New Par-
Postpartum: Illness & Acquaintance-attachment Process" AJN July 1977. ents."
Fourth Trimester Follow Up, AJN July 1977.
Postpartum Assessment Guide AJN July 1977.
Assessment-8 Point Postpartum Assessment, NURSING '73, May.
The Emergency Cesarean Patient, Why She Needs Help/What You Can Do, RN September 1976.
An Instrument to Assess the Quality of Maternal Behavior, JOGN September/October 1978.
Home Early After Delivery, AJN August 1978.
Transition INto Parenthood, AJN January 1979.
Supporting Mother Love, AJN March 1974.
A Guide to Assessing Parenting, AJN November 1976.
Caring for the Mother of a Stillborn Baby, Nursing '80, April.
Nursing Care of the Addicted Newborn, RN May 1974
Recognizing Narcotic Withdrawal in Newborns, JOGN June 1972.
Routine Circumcision Reconsidered, AJN January 1980.
Neonatal Circumcision, JOGN July/August 1979
Introducing Mother & Baby, AJN August 1974.
Suctioning the Newborn, AJN January 1973.
How to Resuscitate the Depresed Newborn, RN June 1975.
Thermoregulation of the Newborn, MCN November/December 1976.
How to Safeguard the Infant Against Life Threatening Heat Loss, Nursing 80, May.
State: Overlooked Factor in Newborn Nursing, AJN January 1977.
Nutrition for the Normal Healthy Infant, MCN March/April 1977.
Proper Use of Infant Radiant Warmers, AJN October 1978.
Temperature Regulation in the Newborn, AJN October 1978 .
Preventing Postpartum Psychosis, AJN March 1972.
Depression, AJN March 1973.
Because I Loved You Jennifer, AJN march 1974.
Caring Perceptively for the Relinquishing, MCN January/February 1977.
The Adoptive Family, AJN February 1976.
Parents Response to the Stillborn, Contemporary OB/GYB October 1976.
What Do You Say When the Baby is Stillborn?" RN July 1978.
Crisis: A Baby is Born With a Defect, Nursing '77, November.
Vasectomy, AJN March 1972. Includes material on frozen sperm bank.
Ovulation Method of Birth Control, AJN June 1976.
Think Nurtrition if She's on the Pill, RN March 1976.
Oral Contraceptives, How Best to Explain Effects, Nursing 76, June.
Cesarean Birth; Women's Reactions, A Real Family Affair, AJN March 1980. Also under Leg 11A

BOOKS

Pritchard, J. & MacDonald, P. WILLIAMS OBSTETRICS 15 ed. (medical text)
REEDER, S. et. al. MATERNITY NURSING 14th ed.
Olds, S. et. al. OBSTETRIC NURSING 1st ed.
Moore, M. REALITIES OF CHILDBEARING
Bergersen, B & Goth, A. Pharmacology in Nursing, 14th ed.
Rodman. & Smith PHARMACOLOGY & DRUG THERAPY IN NURSING 2nd ed.

LEG 8 A

OBJECTIVES (They are from Learning Experience Guides, Vol. III)

1. Describe the term puerperium, including the derivation of the term, duration, and physiological changes that occur.

2. Write a Problem Solving Plan for a post-partum patient. (Done during clinical experience).

3. Describe how common daily needs for a new mother may be affected during the puerperium.

4. Identify the nursing activities when carrying out post-partum checks and teaching a new mother to care for herself according to hospital routine to provide clean, dry air for healing to decrease infection and provide comfort for the patient.

5. Identify a minimum of these observations during your first visit to a post-partum patient following a cesarean section that would be different from observations you would make of a patient following a vaginal delivery.

6. Describe teaching and assisting a new to breast-feed her baby maintaining comfort of the mother and ability to suck by the infant.

7. Describe teaching and assisting a new mother to feed her baby formula maintaining comfort of the mother during feeding and increasing the infant's ability to suck.

8. Give 2 examples of estrogenic or androgenic hormones used to supress lactation. State route of administration, time of administration, and side effects.

   Suggested drug list: Deladunone, Tace, Diethystilbesterol (DES).

9. Describe the Apgar sustem of the evaluation of the newborn. (Not in discussion - a film is shown Apgar on Apgar).

10. Identify the nurse's role in caring for the newborn if Apgar score is 7-10, 4-6, 0-3. (Reviewed after film).

11. Identify, define common newborn charactistics.

12. Discuss care of the newborn in the nursery.

13. Demonstrate teaching a mother about infant care. (Clinical)

The following Objectives refer to these age groups: 1-3 months, 4-6 months, 7-9 months, and 10-12 months.

14. Given a list of the above age groups and a list of physical skills, select which would apply to each age group.

15. Given one of the above age groups and a list of behaviors indication personality development, select which would apply to that age group.

16. Given a list of effects of separation and/or maternal deprivation and the age groups 1-6 months and 7-12 months, match, match the age with the effect.

17. Demonstrate caring for a hospitalized infant up to 12 months. (Clinically students work with the newborn.)

18. Identify verbally "mothering" behaviors.

19. Given a patient situation, identify the attitude of the patient toward her new role as a mother. Indicate what additional information you need to know in order to be helpful to her and state how you would obtain this information.

20. State three emotional needs that might change because of being a new mother; identify how you may help a new mother recognize these.

21. Given a list of symptoms, identify which are characteristic of post-partum blues and are characteristic of post-partum psychosis.

22. Given a patient situation, identify clues that might indicate one or more of the following maternal feelings or attitudes: disinterest, preoccupation with self, complete preoccupation with infant.

23. Identify 2 nursing actions, prior to giving care to a post-partum patient that are aimed at helping the mother to have an early success experience with her infant.

24. Given a statement made by a single mother and a list of nurse's statements, select which of the nurse's responses indicate each of the following: (a) a willingness on the nurse's part to talk about the patient's feelings; (b) an avoidance of the subject of illegitmacy; (c) non-constructive curiosity.

25. Given a list of statements about services to single mothers, babies, and adoptive parents, select which would be available with agency adoption and which with private adoption. (Where do you find out about agencies? Identify some of these agencies in St. Louis area.)

26. List methods of birth control with advantages and disadvantages for each.

27. Demonstrate female catheterization. (Done in college lab.)

28. Demonstrate/discuss communicating with a new mother whose baby (a) is a premature infant, (b) had a birth defect, or (c) was stillborn or died while giving physical care during the post-partum period. (Clinical)

29. Given a list of statements, identify which are true of the fourth step of the nursing process.

C. WRITTEN REQUIREMENTS FOR CLINICAL:

Papers are to be written legibly in ink or typed, with correct spelling, grammar and punctuation and no more than 2 errors on each page. Assignments must be handed in on time unless PRIOR permission is granted by the instructor for late submission of the paper or assignment. PRIOR DOES NOT MEAN ONE HOUR BEFORE THE PAPER OR ASSIGNMENT IS DUE.

ONE POINT WILL BE SUBTRACTED FROM THE FINAL GRADE FOR EACH LATE PAPER OR ASSIGNMENT.

1. Medical-Surgical Areas:
    a. Satisfactorily complete Participant Observations (PO) and Problem Solving Plans (PSP) as designated in the Clinical Objective Book.
    b. Drug cards: satisfactorily do drug cards as designated in the Clinical Objective Book or as assigned by instructor.
    c. A grade of UNSATISFACTORY on any written work will require that the work be redone within a week.

    NOTE: When applicable the above applies to the Maternity area.

2. Maternity area: There will be additional assignments as given by the instructors.

ADDITIONAL NOTE: A set of clinical objectives is defined:

1. Those clinical objectives relating to medical-surgical nursing.
2. Those clinical objectives relating to labor and delivery.
3. Those clinical objectives relating to nursery and postpartum.

ADDITIONAL NOTE II:

1. Three tardies will equal 1 (one) hour absence. This is based on the student's handbook which states that an instructor may lock the classroom door and refuse late admissions to a class which means that anyone late could be an absence.
2. A tardy of over 20 minutes equals an absence.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

COURSE SYLLABUS

1. Course: NUR 117

2. Course title: Nursing 7

3. Credit hours 3 Contact hours 6 Lab hours(college) 2 Other; specify (e.g., additional open lab hours) Clinical lab 10 hours (1/3 of semester)

4. Catalog description:
Continuation of NUR:116 Nursing VI. Emphasis is placed on: the care of the client with diabetes; the care of the client requiring fluid and electrolyte replacement therapy; and the care of the pregnant woman in labor and during delivery plus care of newborn in the delivery room. Clinical experiences are provided.

5. Course requirement for Nursing program.

6. Primary purpose of the course within the department.

   This course is one in a sequence of required nursing courses to obtain an AD in Science in Nursing.

7. Relationship of the course to College objectives and to other instructional areas. The program of learning, Learning Experience Guides, was adopted to further enhance implementation of our philosophy, purposes, and objectives. The curriculum consists of both nursing and non-nursing courses and is conducted in a collegiate setting. The courses in physical, biologic, and behavioral sciences provide the student with a basic foundation which can be built upon during the implementation of the nursing program. Courses in English may provide a base upon which communication skills are improved. Courses in physical education, political science and electives may be taken to diversify learning experiences and meet specific requirements of state-supported institutions of higher education in Missouri. NUR 117 is a part of this curriculum.

8. Degree requirement for: Associate in Applied Science Nursing

9. Course prerequisites: Satisfactory completion of NUR 116 Nursing VI with a grade of "C" or better.

10. Projected enrollment per section each semester: Days 50 Evenings 20.
Number of sections offered each semester: Days 1 Evenings 1.

11. Anticipated frequency of course offering: Days 2 times Fall and Spring, Evenings 1 time Fall.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

NURSING VII NUR:117

WHAT'S AVAILABLE FOR LEGS VI B

DISCUSSION GUIDE

Homeostasis, Stress, Gas: Obj. 1-3, pp. 45-53. (A-6, B-3, and B-4).

Diabetes Mellitus: Cause, signs and symptoms, prognosis, medication, and diet. Obj. 5-9, pp. 55-59 (A-3 and B-1).

Diagnostic Tests. Obj. 10-12, pp. 61-63 (B-1).

Important Drugs. Obj. 13-16, pp. 65-69.

Complications of D.M. Obj. 17-19, pp. 71-74 (A-4).

A.D.A. Obj. 20, p. 79. Not for discussion but review on own.

Nursing Process: Actual problems, potential problems, and nursing diagnosis. Obj. 21-25, pp. 81-87. Discuss briefly. (Know "Comments," p. 81 and p. 85.)

LIBRARY RESERVE

TRAINEX:
"What Is Diabetes?" tape and slides FS 616.46 W555 1971.

AUDIOTAPE: "Reporting" (You need Vol. 1 Guide) KT 610.73 L519 Tape #1.

BOOKS:
Roe, A. Nursing in the 70's, p. 65 and p. 310.
Fielo, A. A Summary of Integrated Nursing Theory. pp. 39-66.,
Nursing 77 Skillbooks, Managing Diabetics Properly.

ARTICLES ON RESERVE:
"Stress Syndrome," A.J.N., March '65. A classic.
"Stress Can Make You or Break You," R.N., November 1975.
"Use of Mind Control To Ease Patient Ills," R.N., May 1976
"Panic: 3 Easy Steps That Bring Back Control," R.N., December 1978.
"Stress In The Nurse," A.J.N., May 1980.
"Assessing Your Patient's Mental Status," Nursing '79, August.
"Doing It Better: Tips on Urine Testing," Nursing '76, February.
"Diabetic Peripheral Neuropathy," A.J.N., November 1976. This includes injection sites.
"In Diabetic Diets: Realism Gets Results," Nursing '76, November.
"Oral Antidiabetic Drugs: Pros and Cons," A.J.N., April, 1976.
"Fine Points in Diabetic Care," A.J.N., April 1976.
"Diabetic Teaching: How To Win Your Patient's Cooperation In His Care," Nursing 76, Dec.
"Assessing the Diabetic," Nursing '76, March.

LIBRARY RESERVE (Cont.)

"Coping With The Complex, Dangerous, Elusive Problems of Insulin Induced Hypoglycemic Reactions," Nursing '74.
"How To Recognize and What To Do About Hypoglycemia," Nursing '79, April. Deals with non-insulin induced hypoglycemia.
"Common Problems in Managing Adult Diabetes Mellitus," A.J.N., May 1978. You may use only one of the comps as you review this article.
"The Do's and Don'ts for DKA (diabetic ketoacidosis)," Nursing '78, June.
"Somogyi Effect: Managing Blood Glucose Rebound," Nursing '79, February.
"How To Spot the Vicious Cycle of Insulin Rebound," R.N., July, 1979. Another way of saying the Somogyi effect.
"Beyond the Hospital: Diabetic Day Care," A.J.N, Jnauary 1979.
"Lazer Therapy for Diabetic Retinopathy," A.J.N., April 1980.
"Charting: How and Why To Document Your Care Daily and Fully," Nursing '80, February.
"Developing A Nursing Diagnosis," N.O., February 1975.
"Nursing Diagnosis," A.J.N., April 1980.
"Building A Better Nursing Care Plan," A.J.N., June 1979.
"Using Nursing Prognosis To Set Priorities," A.J.N., May 1979.

READINGS

Kosier. Fundamentals of Nursing, "Homeostasis" pp. 98-100; "Stress-Adaptation" pp. 116-133; "Nursing Process" pp. 220-236; "Subcutaneous Injections" pp. 848-850.
Marlow. Textbook of Pediatric Nursing, "D.M." pp. 781-788.
Rodman. Pharmacology and Drug Therapy in Nursing, "Drugs in D.M." pp. 755-672.
Brunner. Textbook of Medical-Surgical Nursing, 4th ed., "Homeostasis and Pathophysiologic Process" pp. 105-117; "Nursing Process" pp. 18-27; "D.M." pp. 833-854.

ASSIGNMENTS TO BE TURNED IN TO THEORY INSTRUCTOR PRIOR TO EXAM OVER NUR:117.

1. Subcutaneous injection sites. 2. Temperature of insulin when giving an injection.

EVALUATION:
SELF-TEST
Course exam. #1______ #2______ #3______
Above assignments
INDIVISUAL WEEKLY CONFERENCE

ANNOUNCEMENTS

Know new terms and abbreviations.
Correct error in LEGS Vol. II, p. 490. Under use of glucagon, it should read HYPOGLYCEMIA not hyperglycemia.
NOTE: Stress and D.M. affect people throughout the entire LIFE CONTINUUM.

COLLEGE LAB

Demonstrate mixing, drawing up, giving insulins. See the specific skill sheet. Due prior to Level IX. Get objective book signed.
Explain PASSTHROUGH to an instructor. Due prior to exam for NUR:117.
Self-practice: Insulin measurement, clinitest, acetest, tapetest, syringes, needles, diet manuals, exchange lists, articles of interest. See drawer labeled VI B.
Large chart - Instruction Guide - D.M.
BINGO - diabetes.

HOSPITAL LAB

Care for clients with and without comps who are dependent on insulin.
Care for clients with and without comps who are not insulin dependent diabetics.
Administer insulin, do diabetic teaching.
Perform urine tests for glucose and acetone.
Charting - Obj. 4. Good article on other side to review.

8/81

OBJECTIVES FOR 6B

1. List at least two examples each of physiological and psychological stressors.

2. List three examples of the body adapting (maintaining homeostasis) to environmental stress in relation to psychological reactions and physiological reactions.

3. Given descriptions of patients experiencing stress, identify at which stage of adaptation each person is: alarm reaction, stage of resistance, stage of exhaustion. (Use situations on pages 47 and 48)

4. Given an example of charting, identify which of the following categories is missing: medical treatments; nursing interventions given; patient responses; patient behavior. (pages 50 and 51 - not for discussion.)

5. Describe the cause, signs and symptoms, prognosis, medication, and diet (e.g., CHO and calorie controlled) for a patient(child, teen-ager, middle adult, aged adult) with the disease of diabetes mellitus.

6. Given a list of statements of cause and a list of signs and symptoms of diabetes mellitus, match the ones that best explain the cause of the symptom. (Refer to handouts and page 57.)

7. Describe orally how obesity may affect the course of diabetes mellitus.

8. Describe orally the effect of increased or decreased diet, exercise, and illness on the controlled patient with diabetes mellitus.

9. Demonstrate or role play taking a diet history and teaching a patient regarding a diet exchange list.

10. Demonstrate and describe in writing obtaining, recording, and testing a urine specimen for sugar and acetone from the following: (a) patient with indwelling catheter, (b) infant, (c) patient with bathroom privileges, (d) patient who tests his own urine and is on sliding-scale insulin.

11. Demonstrate teaching a patient how to test urine for sugar and acetone.

12. Describe the purpose and patient preparation for each of the following: (a) "fasting blood sugar", (b) "glucose tolerance test", (c) "postprandial blood sugar", and (d) "cortisone-glucose tolerance test".

13. Differentiate between the action/use, route of administration, and untoward effects of insulin, oral antidiabetic drugs, and glucagon. Suggested drug list:
    Diabinese
    Dymelor
    Glucagon
    Tolinase
    instant glucose
    insulin (Regular, PZI, Lente, NPH)
    Orinase

14. Differentiate between Regular or Crystalline, Protamine Zinc and Lente or NPH insulin in relation to the onset, peak, and duration of effect. (Refer to handout)

15. Demonstrate preparation and administration of a prescribed dose of insulin to a patient. (College lab.)

16. Write a plan for teaching a patient (teen-ager, middle adult, and aged adult) how to administer insulin to himself, stating your rationale for each step in your teaching plan, and then role play or demonstrate teaching a patient accroding to your plan. (Group discussion and clinical lab.)

17. Given either a patient situation or a list of signs and symptoms of hyperglycemia and hypoglycemia, identify which condition exists, and given a list of nursing actions, select which action would be best for each situation (or symptom) and state your rationale. (Use situations on pages 72 and 73 plus handouts.)

18. State why complications of diabetes mellitus (e.g., infections, visual disturbances, vascular problems) are likely to occur and how they may be prevented or eased, including teaching about infection, trauma, healing, and foot care.

19. Discuss caring for a patient who is diabetic, taking measures to ensure that the patient is receiving diet and medication as prescribed and planning nursing interventions to prevent complications of the disease.

20. Given a list of patient problems, select those that could benefit from or be helped by the American Diabetes Association. (Refer to B.3. page 79.)

21. Differentiate between an actual problem and a potential problem.

22. Differentiate between a patient's need and a patient's problem.

23. Differentiate between a medical diagnosis and a nursing diagnosis.

24. Given a list of statements, identify which are stated as patient problems.

25. State what must be included in a problem statement to make it a nursing diagnosis.

1/82 MAB

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WHAT'S AVAILABLE FOR LEG VII B

Spring 1982

GROUP DISCUSSION

Obj. 1-3: Regulation of fluids and electrolytes. pp. 233-236.

Obj. 4-8: Observations and nursing care of patients with dehydration. pp. 237-244.

Obj. 9-10: Causes of acid-base imbalance. pp. 245-252.

Obj. 11-12: Parenteral solutions affecting fluids and electrolyte balance. pp. 253-258.

Obj. 13-14: Care of patients with intestinal tubes. pp. 259-263. Include Dobbhoff tube.

Leader of this discussion should bring one of each kind of tube from nursing lab and assign one person to explain each tube. Information about GI tubes in Nursing lab.

READINGS

ANATOMY AND PHYSIOLOGY TEXT

*Textbook of Med-Surg Nursing. 4th ed., Brunner. pp. 118-138, 722-726, 823-824.

Basic Nutrition & Diet Therapy. 3rd ed., Robinson. pp. 90-99.

Nurses' Handbook of Fluid Balance. Metheny & Snively. 3rd ed., Chapters 2,3,4,8,9,11. Tables in Chapter 13 helpful.

Textbook of Pediatric Nursing. Marlow. 5th ed., pp. 405-418.

Pharmacology & Drug Therapy in Nursing. Rodman. Chapter 24, pp. 403-423, Chapter 53, pp. 1021-1041.

*Fundamentals of Nursing. Kozier & Erb, Chapter 30, p. 714.

Laboratory Tests. pp. 129-149, 193-202.

LIBRARY RESERVE

TRAINEX:

1. Acid-base balance--the body's regulation of pH. F2612.22 A181B.
2. Acid-base balance--respiratory acidosis and respiratory alkalosis. FS612.22 A181R.
3. Acid-base balance--metabolic acidosis and metabolic alkalosis. FS612.22 A181M.
4. Care of the Patient with Cirrhosis, Pt. II use of Linton Tube. FS616.362 C271. 1970.
5. Nasogastric Intubation FS616.362 C271. 1970.
6. Patient Care During GI Decompression. FS610.73 P2975.
7. Diuretics. FS615 D647.

VIDEO CASSETTES: by M. Kretzer

*Tape UM-573-60. Part I Fluid and Electrolyte Balance.

*Tape UM-1009-60. Part II Fluid and Electrolyte Balance.

*Tape UM-747-60 Part III Fluid and Electrolyte Balance.

**Audiocassettes on the above three tapes that can be checked out of Reserve Room overnight.

SLIDES:

Vol. II, "The Sea Within Us."

HANDBOOK:

*Parenteral Solutions Handbook by * Cutter Laboratories

ARTICLES:

"What Those Blood Gases Can Tell You," RN, October, 1979, pp 22-27.

*"Metabolic Acid-Base Disorders-Part I."

*"Chemistry & Physiology," AJN, Oct. 77, pp.1-32

*"Metabolic Acid-Base Disorders-Part II, Physiological Abnormalities and Nursing Actions." AJN. Jan. 1978. pp. 1-20.

*"Reviewing Acid-Base Balance," AJN, June, 1975 pp. 980-983.

LIBRARY RESERVE CONTINUED

ARTICLES:

"What To Do When Acid-Base Problems Hang in the Balance." Nursing 75, August.

*"All about Gastrointestinal Intubation." Nursing 75, September.

*Perioperative Fluids & Electrolytes," AJN, May 1978.

"Infection Control in Intravenous Therapy." Nursing Digest, May-June, 1975.

"Fluid and Electrolytes," Some practical guides to clinical use, Abbott (small book)

"The Drops of Life - Fluids and Electrolyte." Nursing in the Seventies, p. 240.

"Fluids and Electrolytes." Nursing in the Seventies, p. 246.

"What To Do About Thirst." Nursing in the Seventies, p. 257.

"A Quick Review On Using Blood-Gas Determinations." RN, March, 1978.

*Diuretics," AJN, June 1978, pp. 1006-1010.

"Understanding the Electrolyte Maze," AJN, September 1980, pp. 1591-1595.

"Nasogastric Intubation," Nursing 80, September. pp. 64-67.

"ADH and Aldosterone: How to Recognize Their Effects," Nursing 78, September, pp. 36-41.

"Mrs. Elliot Wasn't Just Overbearing...She Was Overwhelming," Nursing 79, September, pp. 46-47.

"Ten Problems With Nasogastric Tubes... And How To Solve Them." Nursing 79, April, pp. 78-81.

"A Simplified Guide to Managing Patients With Hyponatremia," Nursing 78, December, pp. 32-35.

"Fluids & Electrolytes: Heading Off The Risks," RN, November 1979, pp. 60-63.

"The ABC's of ABG's: Or How To Interpret A Blood Gas Value." Nursing 79. Sept. pp 26-3

OBJECTIVES FOR VIIB

1. Describe the role of each of the following in maintaining fluid and electrolyte balance in the body: semipermeable membranes, plasma proteins, kidneys, gastrointestinal tract nervous system, hormones, electrolytes.

2. List five ways that fluids and electrolytes can leave the body.

3. List three food sources for each of the following: Na, Cl, K, protein, Ca, Mg.

4. State at least four symptoms you would look for if you suspected that your patient might be dehydrated.

5. Given a patient with problems of dehydration due to diarrhea, inadequate fluid intake, postoperative bleeding, or nausea and vomiting, indicate two specific nursing actions for each.

6. Describe orally or in writing why dehydration or ECF Volume deficit is more common in infants and the aged than in young and middle-aged adults.

7. List three symptoms resulting from loss of Na and state one possible cause.

8. Demonstrate completing the Fluid and Electrolyte Observation Checklist as you care for a patient with a possible imbalance and list three independent nursing actions you could take that are related to the imbalance.

9. Explain orally or in writing the difference between respiratory and metabolic acid-base imbalance in terms of which body system causes the imbalance and how the body compensates for the imbalance.

10. Describe orally or in writing how lung function, vomiting, and diarrhea can cause respiratory or metabolic imbalances in the body's buffer system and label each imbalance acidosis or alkalosis.

11. List one example of a parenteral solution used in your hospital in each of the following classifications: hydrating, alkalinizing, acidifying, nutrient and balanced multiple electrolyte (polyionic). State one nursing observation that should be made when administering each. Suggested list of solutions:

Ammonium Chloride	Normosal R	D/5/0.45 NS
Bicarbonate	D/5/W	D/5/0.2 NS
Lactated Ringers	D/5/0.9 NS	Isolyte M

12. Demonstrate how you would use a microdrip set to administer a specified amount of parenteral solution in a given number of hours and state two observations you would make during the period of administration related to overhydration.

13. Given an order to assist with insertion of an intestinal tube, state or demonstrate the purpose of the intubation, the appearance of the tube, the procedure for insertion, preparation of the patient before intubation, and follow up nursing care, including observations, use of intermittent suction, and removal of the tube.

14. Given patients or pictures of patients with intestinal tubes with lumen labeled according to purpose (e.g., suction, balloon) describe how each lumen can be handled (e.g., can it be irrigated?).

Nur.: .117 Leg 8B

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

Spring '82

ANNOUNCEMENTS

Error: P. 397, the word OXYTOCINS SHOULD BE changed to OXYTOCICS IN 5 PLACES.

Students who have been to L & D, review your nursing care paper, handouts, clinical Obj. book. Also review drug cards carefully.

HOSPITAL LAB

Admission of client.

labor and delivery.

Care for client in labor. Enema and prep.

FHTS, timing contractions.

Observe a delivery/C/S. Do Apgar, care for infant.

Care for client receiving analgesia/anesthesia

Refer to you clinical obj. book for obj.

COLLEGE LAB

*Do COLLEGE LAB SHEET-due last day on L & D.

Position Chart Available

Birth Atlas - look this over thoroughly

Ross Lab. charts on stand.

BINGO - Obstetric Drugs

Table with books & pamphlets.

Test over syringes and reading measurements. This is required prior to entering XI.

READINGS

Obstetric Nursing Chapt. 15, 16, 17, 18, 20, & 21.

REQUIRED: Annotated bib prior to course exam.

AVAILABLE IN INSTRUCTOR'S OFFICE

FEARLESS CHILDBIRTH - Lp Records.

REPRODUCTIVE SYSTEM - CIBA Collection

Books and articles. All may be signed out.

EVALUATION

SELF TEST__________ LEG TEST__________

COURSE EXAM. #1________ #2________ #3________

Above requirements. *

Weekly Conferences:

LIBRARY RESERVE

BOOKS

Prichard, J. & MacDonald, P. Williams Obstetrics. 15 ed.

Moore, M. Realities in Childbearing.

Reeder, S. et. al. Maternity Nursing, 14th ed.

Olds, S. et. al. Obstetric Nursing, 1st ed.

Jensen, M. et. al. Maternity Care.

GROUP DISCUSSION

87

Lecture-Vocabulary, pelvis-have handouts.

Adm. of Pt., Role play. Discuss support during labor. Go through stages of labor. 375-78, 393-394. Objectives 1-5.

ENEMAS & PREP: Reasons for enema & contraindications. Is a shave necessary? 381. Ovj. 6 & 7.

FETAL DISTRESS, WATCHING FOR: What are the signs of fetal distress? Discuss nurs. activities in assesment of fetal distress. 383, 815, 403. Obj. 8, 9, and 23.

WATCHING THE PROGRESS OF LABOR, esp. transition & 2nd stages. Nurs. Activities. Obj. 11,15-17.

ANALGESIA & ANESTHESIA: Do the chart in Legs Vol. p. 392. Define analgesia, analgesic, anesthesia, anesthetic. 389-392. Ovj. 12-14. Do handout.

OXYTOCICS: Use your handout. Also, do p. 397. Objective 19.

4thSTAGE LABOR: Care of mother & infant. 400-401. Obj. 20 & 21.

(know signs of 3rd stage & nurs. actions. Obj 18.)

LIBRARY RESERVE

AUDIOTAPES: Ask for by TITLE below.

BABY CRIES

FHT - 9 week fetus. Count the rate for 1 min

LECTURES: Legal Aspects

Drugs-OB, Part I, II, III are all on the same tape.

Hormones of Reproduction-Ovarian Cycle-get handout from instructor

Bleeding During Pregnancy

VIDEO TAPE: PHENOMENA OF LABOR by Dr. Monat 55 min.

UM 659 60

ARTICLES

Monitoring the Fetus AJN July 1974.

We Can Help the Unwed Teenager in Labor RN Jan.76.

Childbirth Outside the Hosp./The Resurgence of Home & Clinic Deliveries MCN Nov/Dec. 76.

Neonatal Heat Loss in Heated Cribs vs Mothers' Arms MCN Nov/Dec. 76.

Drugs for Childbirth: Their Benefits & Risks RN May 1977.

A Cross Cultural Look at Pregnancy, Labor, & Delivery JOGN Sept/Oct. 1976. (Instructors office)

Fetal Movement: the Fetus in Distress Contemporary OB/GYN April 1977.

The Childbirth Team During Labor AJN March 1973.

The Transition Phase of Labor AJN March 1973.

Delivering a Happy Father AJN May 1972.

Ordeal or Ideal-Second Stage Labor AJN June '71

Effects of an Upright Position During Labor AJN December 1974.

(over)

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Articles on Reserve - Continued

"An Elderly Primigravida Takes a Refresher Course in Obstetrics" AJN, April 70.

Natural Childbirth+ Word From a Mother" AJN, July 69.

"Obstetrical Anesthesia" AJN, January 71.

"Natural Childbirth: Nurses in Private Practice as Montrices" AJN, July 69.

"Childbirth by the Book" RN, July 73.

"Transition to Extra Uterine Life" AJN, October, 65. This is under Leg 3 B.

"The Newborn: His Response to Surgery" AJN, October, 65. This is under Leg 3A.

"Gastric Acid Down OB Patient Safety Up" RN, September 75.

"Fourth Stage of Labor & Family Integration" AJN, May, 74.

"Panic" This is under Leg 6B RN December 1978.

"Non Verbal Communication in Labor" AJN July 1978.

"Fetal and Maternal Monitoring" AJN December 1978.

"Emergency Delivery: How to Attend One Safely" This should be required reading MCN May/June 1979.

"Why Shave a Mother Before She Gives Birth?" MCN May/June 1977.
-appraising Newborn Eye Care" AJN, September 1980.
Multiple Pregnancy" JNC July 1980. Insturctor's office
"Predicting a Patient's Anxiety Level During Labor:" Nursing 80, July.
"Second Stage Labor-Has Tradition Replaced Safety?" AJN, May 1981.
"Epidural Anesthesia for the Woman in Labor" AJN October 81.

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OBJECTIVES FOR 8B

1. Role play admitting (a) patient in labor; include establishing rapport; (b) making observations, and (c) orienting the mother-to-be. (Use handout as guide for questions.)

2. Discuss at least five specific actions a nurse could take to assist a mother during labor to minimize fear, pain, and discomfort (e.g., breathing exercises).

3. Given several statements about pregnancy and childbirth (samples of patient conversations), identify which ones display an accepting attitude and which ones display fear or rejection.

4. Given a list of physical changes that take place in the mother-to-be, select those that indicate (or occur at) the beginning and the end of the four stages of labor.

5. State the purposes and the average length of time for each stage of labor, including the phases of stage one, and the muscle groups involved (e.g., abdominal or uterine).

6. State differences in the procedure of giving an enema to a patient in labor compared to an enema for nonpregnant patient and your rationale. (A) Identify reasons for an enema. (B) Identify contraindications for an enema.

7. Compare a perineal shave prep for a patient to that of a prep for surgery.

8. Given several descriptions of the progress of several patients in labor and a list of frequencies for counting FHR with rationales, select how often the FHR should be counted for each patient and why.

9. State the point at which slowing of fetal heart rate begins and changes from physiological bradycardia to fetal distress. (A) Identify signs of fetal distress. (B) Identify proper nursing actions that would evaluate the condition of the fetus. (C) Identify appropriate nursing actions for fetal distress. (Obj. 23 is discussed here)

10. Discuss the significance and relationship of dilatation, effacement and station. (Given in 1st class lecture)

11. Identify the nurses activities in watching the progress of labor. Define frequency duration and quality of contractions.

12. State advantages and disadvantages of each type of obstetrical anesthesia in relation to its effect on the fetus and on uterine contractions: Suggested list: paracervical block, pudendal block, saddle block, epidural block, and Trilene by mask.

13. State when each of the above is used (which stage of labor) and what the implied nursing observations are.

14. Differentiate between anesthesia, analgesia, anesthetic, and analgesic. (This is done before Obj. 12).

15. Given a list of signs and symptoms of labor, select at least five signs and symptoms of 2nd stage labor.

16. Describe teaching a patient effective breathing patterns and how to "bear down" effectively.

17. Describe the nursing actions during 2nd stage labor with respect to transfer to delivery room, FHR, assisting patient onto delivery table, coaching patient, birth of baby. (Most of this is done in the hospital).

18. Describe 3rd stage of labor. Identify 4 signs of placental separation. (This is Obj. 24).

19. State the action of oxytocics and identify the two major types. Discuss uses, untoward effects, average dose, and routes of administration. Suggested list: ergonovine, methyergonovine, Pitocin, Syntocinon. (Students do these drug cards.)

20. Describe the nursing care during the fourth stage of labor, including tensional relief of mother, physical comfort and vital observations.

21. Describe the nursing care of an infant immediately following delivery until the infant is taken to the newborn nursery.

22. Demonstrate counting fetal heart rate on 5 mothers-to-be within 4 points of your instructor four out of five times. (Done in the hospital, but do not have 5 patients.)

23. Describe principles and procedures of external and internal monitoring of the fetus and describe types of fluctuations: early, late and variable decelerations.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

LEGS Vol. II
NUR: 116; NUR: 117; NUR: 118

SPRING, 1982

COURSE REQUIREMENTS IN ADDITION TO STUDENT POLICIES FOR NURSING CURRICULUM

A. ATTENDANCE POLICY:

Attendance is required. Excessive absences may result in dismissal from a course, (based on a 5 week course).

1. Excessive absences are defined as follows:
    a. More than 4 hours of GIT and discussion
    OR
    b. More than 1 day of college laboratory
    OR
    c. More than 1 day of clinical laboratory
2. Being tardy excessively will be considered in retention. Excessive tardies are defined as being late more than 2 times per week.
3. Students will be notified of any changes in the above.

B. WRITTEN REQUIREMENT FOR THEORY:

1. LEG Tests. One short test (20 points) will be given per LEG for a total of 3 tests (60 points) per course. Material tested may include that day's work but not go beyond that point. Each test will be allotted 20 minutes. Grades from the 3 LEG tests will be averaged. An average grade of 93 or better will add 1 point to the final course grade.

NOTE: a. If the student is late to class on the day the LEG test is given, he/she will be allowed to take the test for the remainder of the specified time. No retests will be given on the short test(s).

b. If the student is absent from the test, a make-up test may be taken at the instructor's discretion. The testing time will be limited to 10-15 minutes depending on the test content.

2. Comprehensive Examination. One comprehensive examination will be given at the end of each course. Grade = 100% of the final grade. Retest(s) will be given.

GRADE SCALE: A = 93-100, B = 85-92, C = 75-84

NOTE: Examination results (grades) will be either given to the student(s) during the next day's class session or posted outside of C 424 on the day following the examination. Grades will not be given out on the day of the examination.

3. Math Tests: A math test will be given prior to the comprehensive exam. There will be 6 questions on the test. Fifteen minutes will be allowed per test. Grading will be as follows:

    a. 5 or 6 correct = 1 point added to final grade.
    b. 1 or 2 correct = 1 point subtracted from final grade.

4. Annotated Bibliography Cards may be required at the instructor's discretion. Grades of "S" and "U" will be given. A grade of "U" will require that the card be corrected for an "S" grade.

C. WRITTEN REQUIREMENTS FOR CLINICAL:

Papers are to be written legibly in ink or typed, with correct spelling, grammar and punctuation and no more than 2 errors on each page. Assignments must be handed in on time unless PRIOR permission is granted by the instructor for late submission of the paper or assignment. PRIOR DOES NOT MEAN ONE HOUR BEFORE THE PAPER OR ASSIGNMENT IS DUE.

ONE POINT WILL BE SUBTRACTED FROM THE FINAL GRADE FOR EACH LATE PAPER OR ASSIGNMENT.

1. Medical-Surgical Areas:

    a. Satisfactorily complete Participant Observations (PO) and Problem Solving Plans (PSP) as designated in the Clinical Objective Book.

    b. Drug cards: satisfactorily do drug cards as designated in the Clinical Objective Book or as assigned by instructor.

    c. A grade of UNSATISFACTORY on any written work will require that the work be redone within a week.

    NOTE: When applicable the above applies to the Maternity area.

2. Maternity area: There will be additional assignments as given by the instructors.

ADDITIONAL NOTE: A set of clinical objectives is defined:

1. Those clinical objectives relating to medical-surgical nursing.
2. Those clinical objectives relating to labor and delivery.
3. Those clinical objectives relating to nursery and postpartum.

ADDITIONAL NOTE II:

1. Three tardies will equal 1 (one) hour absence. This is based on the student's handbook which states that an instructor may lock the classroom door and refuse late admissions to a class which means that anyone late could be an absence.
2. A tardy of over 20 minutes equals an absence.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

COURSE SYLLABUS

1. Course: NUR 118

2. Course Title: Nursing 8

3. Credit hours 3 Contact hours 6 Lab hours (college) 2 Other; specify (e.g., additional open lab hours) Clinical Lab 10 hours (1/3 of semester).

4. Catalog description:
Continuation of NUR 117 Nursing VII. Emphasis is placed on the care of the client with respiratory, cardiovascular, and gastrointestinal discorders. Clinical experiences are provided.

5. Course requirement for Nursing program.

6. Primary purpose of the course with the department.

This course is one in a sequence of required nursing courses to obtain an AD in Science in Nursing.

7. Relationship of the course to College objectives and to other instructional areas. The program of learning, Learning Experience Guides, was adopted to further enhance implementation of our philosophy, purposes, and objectives. The curriculum consists of both nursing and non-nursing courses and is conducted in a collegiate setting. The courses in physical, biologic, and behavioral sciences provide the student with a basic foundation which can be built upon during the implementation of the nursing program. Courses in English may provide a base upon which communication skills are improved. Courses in physical education, political science and electives may be taken to diversify learning experiences and meet specific requirements of state-supported institutions of higher education in Missouri. NUR 118 is a part of this curriculum.

8. Degree requirement for: Associate in Applied Science Nursing

9. Course prerequisited: Satisfactory completion of NUR 117, Nursing VII, with a grade of "C" or better.

10. Projected enrollment per section each semester: Days 50 Evenings 20.
Number of sections offered each semester: Days 1 Evenings 1.

11. Anticipated frequency of course offering: Days - 2 times Fall and Spring.
Evenings - 1 time Fall.

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ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

Spring '82

WHAT'S AVAILABLE FOR LEG VI C COURSE 94

LARGE GROUP

BIT: Film, Tracheostomy Care

COLLEGE LAB C 413

Demonstrate trach. care
Practice postural drainage.
Do 4 positions, techniques of clapping and vibration.
Demonstrate administration of nose drops. (Kozier)
Explain use of: nebulizers, O_2 equipment, croupette.
BINGO--respiratory drugs.

CLINICAL LAB (HOSPITAL)

Care for patients with respiratory problems.
Care for patients having respiratory tests.
Observations: Respiratory Therapy

READINGS

Brunner, TEXTBOOK OF MED/SURG NURSING. 4th ed. (3rd is OK) 383-397, 399-432, 434-441, 447-449, 452-454, 469-501.

Marlow, TEXTBOOK OF PEDIATRIC NURSING. 5th ed. 258, 395-404, 444-452, 540-548.
Be sure to get your material from 1st semester on Growth & Dev. and use.

Rodman. 2nd ed. PHARMACOLOGY OF DRUG THERAPY IN NURSING. Chpts. 47 & 48, plus individual drugs.

LIBRARY RESERVE

610.73 618	TRAINEX:	Introduction to Trach Care.
610.73 7593	TRAINEX	Trach. Care/Cuffed Tube.
610.73 297	TRAINEX	Pathophysiology of Emphysema
610.73 271	TRAINEX	Care of the Pt. With Emphysema

Vidio tape: Assessing Breath & Heart Sounds. (See article)*

MICROFISHE: Practice obtaining & describing sputum specimens. Care of child in a croupette, and care of a patient receiving oxygen.

MORE LIBRARY RESERVE TO THE RIGHT

DISCUSSION

Respiratory diagnostic tests. Obj. 4-6, pp. 107-111.
Obj. 18-20, pp. 137-139.
Caring for patients with respiratory problems.
Obj. 1-3, pp. 99-106.
Obj. 7-9, pp. 113-119
Obj. 10-14, pp. 121-128. Use patient situations.
Caring for and teaching chronically ill respiratory patients. Use the pt. situations on pp. 131-135 Obj. 15-17. Also see DBF and PSP at beg. of LEG.
Caring for children with respiratory distress.
Obj. 21-24, pp. 141-148.
Caring for tracheostomy patients. Obj. 25 & 26, pp. 149-151.

ARTICLES LIBRARY RESERVE
(also some copies may be in C 415)

"ABC's of Blook Gases" Under 7B NURSING 79, Sept. **
"Administering Oxygen Safely: When, Why, How" Nursing October.
"Assessment: Examining the Chest" Nursing 75, August.
"Bedside Assessment of Respirations" Nursing 73, Sept.
"Blood Gasses" AJN, May, 1968.
"The Danger of Hypostatic Pneumonia" Nursing 74, July.
"The Demanding Patient" Nursing 73, January.
"Detection of Chronic Pulmonary Disease" AJN, August 1972.
"The Drug Interactions We All Overlook" RN, November, 1980.
"Dyspnea" AJN, April 1974.
"18 Ways to Live with Asthma" Nursing 75, April.
"Emphysema: Incidence Still Rising" Nursing 72, November.
"For Patients with COPD: Better living through teaching" Nursing 80, March.
"Getting the Best Out of Oxygen Delivery Systems" Nursing 80, December.
"Home Care of CF Patients" Nursing 74, June. **
"Honing Your Respiratory Assessment Technique" RN, May 1980.
"How to Change Tracheostomy Ties Easily & Safely" March, Nursing 78.
"Michael Had A Tracheostome" AJN, May 1974. **
"How You and Your Patient Can Manage Dyspnea" Nursing 80, June.
"It seems Like Acute Respiratory Dysfunction" NURSING DIAGNOSIS. RN, October 1979.
"Oxygen Transport" AJN, February 1979.
"Positioning, Percussing & Vibrating Patients for Bronchial Drainage" Nursing 79, March.
"Postural Drainage" AJN, April 1974.
"Pulmonary Function Tests in Patient Care" (a programe instruction) AJN, June 1980.
More Cystic F. "Pulmonary Problems in Infants and Children" AJN, March 1981.
"Cystic Fibrosis" AJN, March, 1981 (ove

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ARTICLES ON RESERVE IN THE LIBRARY CONTINUED P. 2

'Recognizing Respiratory Acidosis & Alkalosis" RN, July 1974.

Teaching Your Patient Postural Drainage" Nursing 78, March.

"Tracheostomy: Care With a Cuffed Tube" AJN, January, 1972. •

Tracheostomy: When Needed, How Done, Post-op Care" AJN, January, 1972.

Understanding Blood Gases" Nursing 73, September.

Why COPD Can End in Heart Failure and What You Can Do about It!" RN, May 1980.

"Acute Respiratory Insufficiency, How to Recognize This Emergency, How to Treat It. Nursing 77, December.

What Those Blood Gases Can Tell You" RN, October 1979. You have a worksheet that goes with this.

"Better Ways to Cope With C.O.P.D." Nursing 76, February.

Knowing What You Hear: A Guide to Assessing Breath and Heart Sounds." Nursing 81, Nobember. There is an audio tape that goes with this article.

"Test Your Knowledge of Helping Patients Cope c̄ COPD" Nursing 81, April.

"The Blue Bloater & The Pink Puffer," Nursing 76, Feb.

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OBJECTIVES FOR 6C

1. Given patient situations, identify those factors that predispose patients to respiratory problems, (for example receiving morphine, aspiration, air pollution).

2. Given a patient situation, select those signs and symptoms that indicate the patient is experiencing hypoxemia and/or carbon dioxide retention.

3. List nursing measures designed to decrease the spread of respiratory infections in the hospitals.

4. Explain the purposes of spirometry, bronchoscopy and arterial blood gas analysis.

5. State the nurse's primary responsibility to the patient before and after he has had a bronchoscopy performed and the rationale.

6. List actions you would take to assist a physician with a thoracentesis, both before and during the procedure and at least 2 observations you will make both during and following it.

7. Describe the purpose of the following medical orders for patient's having problems with respiratory obstruction, secretions, and/or infections:
   - oxygen
   - emetic
   - sedation
   - force fluids
   - postural drainage
   - breathing exercises
   - sputum specimen
   - elevate head of bed
   - bronchodilator
   - antibiotic
   - antitussive
   - IPPB
   - cold humidification
   - mucolytic agent
   - expectorant
   - narcotic
   - antihistamine
   - adrenocorticosteriod
   - humidity
   - nebulizer

8. Describe 4 respiratory problems that persons with chronic obstructive pulmonary disease (COPD) experience and 2 common reasons for their hospitalization, including the physiological cause of the problem.

9. Demonstrate and teach a person self-administration of an aerosol medication and nose drops in order to obtain maximum benefit from them. (College Lab)

10. Describe how emotions affect respiratory distress.

11. List measures that will increase productivity of a cough.

12. List measure that will help control irritating, nonproductive cough.

13. Given any of the following medications, state their classifications and action/use for respiratory problems, method of administration, and one major side effect:
    - Elixohylline
    - aminophylline
    - SSKI
    - Ipecac
    - epinephrine
    - Decadron
    - Isuprel
    - ammonium chloride
    - codeine
    - chlortrimeton
    - mucomyst

14. Given medications and treatments and descriptions of patients showing respiratory distress, state the best action the nurse could take in each situation, include rationale.
15. Describe helpful approaches a nurse could use with a respiratory patient who is hostile.

16. Given a patient with fatigue due to dyspnea, describe teaching him ways to save his energy while enabling him to meet his own daily needs and maintain the highest possible level of wellness.

17. Given a patient with anorexia due to dyspnea, coughing, and expectoration describe measures to increase his interest in food and his intake of food and fluid.

18. List the actions you would take to collect on early morning sputum specimen and/or a 24-hour sputum specimen beginning with the doctor's order which includes beginning an antibiotic and finishing with specimen to lab.

19. Given a situation in which a patient expectorates abnormal sputum, select from a list of possible actions the best ones to take and state your rationale.

20. Describe the purpose and method of obtaining a gastric washing specimen.

21. Discuss caring for patients receiving oxygen and humidity via mask, cannula, tent, or isolette, taking measures to ensure that the patient is receiving the prescribed amount of oxygen and that the equipment is not causing the patient discomfort or injury. Discuss the dangers and characteristics of oxygen.

22. Demonstrate caring for a child in a croupette, including turning the patient, changing linen, and maintaining moisture and temperature control. (Done in college lab, the underlined portion.)

23. List symptoms that would alert you to suspect an obstructed airway.

24. Discuss information you would need and how you would get it in order to determine changes in a child's respiratory distress with acute inflammation and infection of the larynx, trachea, and bronchial areas.

25. Demonstrate suctioning a tracheostomy using surgical aseptic technique without causing injury to the mucosa or hypoxia to the patient and preventing growth and/or spread of pathogens. (College lab.)

26. Demonstrate caring for a patient with a tracheostomy including cleaning the inner cannula and changing the dressing. (College lab.)

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK SPRING 1982
NURSING DEPARTMENT

WHAT'S AVAILABLE FOR LEG VII C

GROUP DISCUSSIONS

1. Cover the pathophysiology of CHF, assessment, signs and symptoms. treatment including meds, nursing care, teaching and the prognosis of CHF. Cover objectives 1 & 2, page 273, Objectives 18, page 301 & 302, Objective 20, page 305.

2. Objective 3, pp. 273, 275-279.
Discuss the pathophysiology, assessment, signs and symptoms, treatment and prognosis of hypertension, congenital heart defects and rheumatic heart disease.

3. Objective 4, 5, 6, pp. 281-282. Objective 7, p. 285.

4. Objective 8 & 9, pp. 285, 292, 293.
Discuss the pathophysiology, signs and symptoms, treatment and prognosis of angina & myocardial infarction. Ob9.Include r.b.c., cholesterol, circulation time, C reactive protein, CRP (Cardiac Risk Profile) and electrolytes that are altered by diuretics. Know the therapeutic dig. level. Objective 11, p. 289.

5. Objective 10. Drug cards must be completed before you attend this discussion. Discuss the following classifications and drugs. Include all the information you include on your drug cards.
   AntiAnginal Drugs: Rodman, Chapter 28, page 481.
      Nitrate-type vasodilators: Nitroglycerine (S.L.), Nitrobid, Isordil (O or SL), Peritrate (O or SL), Cardilate (O or SL).

   Cardiotonics: Rodman, Chapter 26, p. 443.
      Digoxin, Digitoxin, Quabain
   Diuretics: "Diuretics", AJN, June, 1978, pp. 1007-9.
      Loop: Lasix, Edecrin
      Thiazide: Esidrex, Diuril
      K-Saving: Aldactone
   Antihypertensives:
      Direct Peripheral Vasodilators: Apresoline, Minipres, Nipride
      Adrenergic neuron blocking agent: Aldomet, Serpasil, Ismelin.

   Anticoagulants:
      Heparin - acts directly in bloodstream
      Coumadin - acts in the liver
   Antiarrhythmics:
      Pronestyl
      Quinidine

   Antihypotensive:
      Adrenergic: Levophed & Aramine
   Antilipemic:
      Niacin (Nicotinic Acid)
      Clofibrate (Atromid-S)
   * Do one separate drug card on Inderal (Propranolol). Classification: Beta adrenergic blocking agent: antianginal, antihypertensive, antiarrhythmic.

   Cover pages 290 - 298.

6. Objectives 13-17.

(over)

READINGS

Textbook of Med-Surg Nursing, 4th edition, Brunner, pp. 507-526, 540-551, 568-601, 628-635
Basic Nutrition and Diet Therapy, 3rd edition, Robinson, Chapter 24, 25.
Textbook of Pediatric Nursing, Marlow, 5th edition, pp. 145, 225-235, 280-293, 726-775.
Pharmacology & Drug Therapy in Nursing, 2nd edition, Rodman & Smith, Chapter 21, pp. 369-377; *Chapter 23, pp. 393-402; Chapter 24, pp. 403-423; Chapter 25, pp. 424-441; Chapter 26, pp. 443-463; Chapter 27, pp. 464-480; Chapter 28, pp. 481-503; Chapter 29, pp. 504-515; Chapter 31, pp. 529-554.
Laboratory Tests, pp. 65-66,100-101,105-106,108-110,123-127,158,166-172,175-183,275-279.

LIBRARY RESERVE

TRAINEX: Myocardial Infarct FS610.736 M997.
AUDIO-TAPE: use accompanying tape guide.
"Demanding, Hostile Patient", KT610.73 L519 Tape #5
"Crisis and Grief", KT610.73 L519 Tape #3
AT615.58 C976 - Current Drug Therapy, Volume I: Antihypertensives.
SLIDES: (Fiche)
"Beats, Beeps, and Bubbles"
"The Sea Within Us"

FILMSTRIPS:
1. Cardiac Glycosides: FS610.73 C266
2. Diuretics: FS615, D617
3. Hypertension: High Blood Pressure FS616.132, H998

ARTICLES: On Level 7 in Library.
*"Anticoagulant Therapy," AJN, March, 1974.
"Serum Enzymes in Myocardial Infarction," AJN, February, 1973.
"Safer Care for the M.I. Patient," Nursing 74, p. 42.
"Heparin Lock: How, What, Why," RN, October, 1979, pp. 36-41.
"ECG Made Easier Than Ever," RN, October, 1979, pp. 42-48.
"What to Watch for When You Give Digitalis," RN, October, 1979, pp. 61-63.
"Keeping Anticoagulants Under Control," RN, April, 1979, pp. 25-29.
"Improving Your Management of DIC," Nursing 79, May, pp. 60-67.
"Helping Your Hypertensive Patients Live Longer," Nursing 78, October, pp. 26-35.
"Keeping Up With Automatic Rotating Tourniquets," Nursing 78, April, pp. 31-35.
*"Dyspnea," Nursing 80, June, pp. 34-41.
"Angina: Teach Your Patient To Prevent Recurrent Attacks," Nursing 78, February, pp. 32-38.
*"Diuretics," AJN, June, 1978, pp. 1006-1010.
"The Effect of Antianginal Drugs on Myocardial Oxygen Consumption," AJN, February, 1980, pp. 250-254.
"Antiarrhythmic Drug Therapy," AJN, July, 1980, pp. 1288-1295.
"Recognizing Digitalis Toxicity," AJN, December, 1977, pp. 1936-1944.
"Digitalis - Reducing the Risks of Toxicity," Nursing 80, September, pp. 32-38.
*"Controlling High Blood Pressure," AJN, May, 1978, pp. 824-832.
"Hypertension, What Patients Need To Know," AJN, May, 1976, pp. 765-770.
"Hypertensive Crisis," Nursing 80, July, pp. 37-45.
*"Hypertension," AJN, May, 1980, pp. 925-946.
*"Congenital Cardiac Defects," AJN, February, 1978, pp. 255-278.
*"New Concepts in Understanding Congestive Heart Failure," Part I AJN, January, 1981, pp. 119-142.
*"New Concepts in Understanding Congestive Heart Failure," Part II AJN, February, 1981, pp. 357-380.

OBJECTIVES FOR VII C

1. Describe three health problems that can lead to heart failure.

2. Explain the physiological disturbance leading to and occuring in left heart failure and right heart failure, and list two signs and symptoms for each.

3. List one possible cause and two symptoms of chronic heart problems including: hypertension, angina, CHF, congenital heart defects, and rheumatic heart disease.

4. Differentiate between a no added salt (NAS) diet, and a 500-mg sodium diet, and give three examples of foods that are excluded from each.

5. List eight foods that are omitted from a fat-controlled diet.

6. List three sources of help to the cardiac patient at home.

7. State the purpose for each of the following treatment orders for patients with CHF: diuretics, digitalis, measured intake and output, daily weighing, apical-radial pulse, elevation of head of bed, low sodium diet, oxygen, bed rest, vital signs, paracentesis.

8. Compare the rationale for nursing care of patients with angina pectoris and patients convalescing from a myocardial infarction.

9. Given any of the following lab reports on hospital lab forms (which include normal values), state whether the result is normal or abnormal for a patient with a myocardial infarction and the purpose of each: serum transaminase, WBC, sedimentation rate, prothrombin time, clotting time, and cardiac enzymes (CPK, LDH, SGOT).

10. Given a list of nursing actions, select those you would take when giving each of the following classifications of drugs: anticoagulants, antiarrhythmics, diuretics, cardiotonics, coronary vasodilators, antihypertensives, and antihypotensives; list the action/use, common dose, for a least one drug for each classification. Suggested list of drugs for Objective 10:

    Coumadin
    digitoxin
    digoxin
    Diuril
    heparin
    Isuprel
    Lasix
    nitroglycerin
    Peritrate
    Pronestyl
    quinidine

11. Given a list of descriptions, select the one that best describes an electrocardiogram to a patient.

12. Demonstrate or describe in writing how to teach a patient, prior to discharge, the necessary information to safely continue treatment at home including medications listed in Objective 10, side effects, nutrition, ADL, and rest to achieve the optimum level of wellness.

13. Given a list of statements about the effects of stress on the circulatory system, select those that are correct.

14. List three ways you could assist a patient to meet an increased need for rest.

15. Given a patient situation in which the patient is being uncooperative, describe your reaction to the behavior and list two different helpful approaches you could take to determine the reason for the patient's behavior.

16. Describe how the common daily needs are met for and by a patient convalescing from a myocardial infarction.

17. Demonstrate getting a patient with heart disease out of bed safely, including charting your observation.

18. Given a description of a patient being admitted to the hospital with acute CHF and a list of his medical orders, describe the nursing care for the first 8 hr; state your rationale and include the signs and symptoms that indicate the treatment plan is effective. Write a nursing care plan or a PSP.

19. Demonstrate counting an apical-radial pulse with another student for one minute.

20. Given situations of patients with symptoms of fluid excess, state at lease one possible cause (e.g., body system problem, medication or medical therapy, or a combination of these) and one nursing action for each.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

Nursing VIII, NUR:118

WHAT'S AVAILABLE FOR LEG VIII C

DISCUSSION GROUPS

1. Admission of patients with G.I. problems including diagnostic tests--what, why, and nursing responsibilities. Obj. 1-3, pp. 421-435.
2. Solving nutritional problems. Obj. 4-7, pp. 437-442.
3. Medications used in treating G.I. problems. Obj. 8-9, pp. 443-445.
4. Emotional emergency - "How To Cope," "I am Yellow," "I am Fat," "I am Skinny." Obj. 10-13, pp. 447-449.
5. Assessing and caring for the G.I. patient-pre- and post-op. Obj. 14-17, pp. 451-457.
6. Concerns of and caring for a patient scheduled for or having had a colostomy. Obj. 18, 26-27, pp. 457-458 and 469-471.
7. Anticipation of patient problems including post-op complications. Obj. 19-21 and 22-25, pp. 459-462 and 463-467.
8. Fluid and electrolyte imbalances seen in G.I. patients. Obj. 28-29, pp. 473-474.
9. G.I. disorders in infancy - pyloric stenosis, gastroenteritis, Hirschsprung's disease, intussusception.

LIBRARY RESERVE

TRAINEX:
Nasogastric intubation and gavage feedings. FS 612.38 N261.
Patient care during gastric gastrointestional decompression. FS 610.73 P2975.
Parenteral hyperalimentation. FS 610.73 P228.

ARTICLES, REPRINTS, OR BOOKLETS:
"Chronic Steroid Therapy." AJN, September, 1974.
"Ostomy Care: A Personal Approach." AJN, August, 1974**
"Intestional Bypass for Obesity," AJN, June, 1974.
"Better Techniques for Stoma Bagging: Part 2, Colostomies." Nursing 74, August.
"The G.I. Bleeder." Nursing 75, September.**
"All About Gastrointestinal Intubation." Nursing 75, September.**
"Viral Hepatitis: How To Reduce Its Threat." Nursing 76, May.**
"Critical Care, Family Style: A Life Threatened by Peritonitis." Nursing 76, May.
"The Psychological Hurdles of New Ostomates: Helping Them Up...and Over."**
"Colostomies: A Guide."**
"Ostomy Procedure: Nursing Care Before and After."**
"Ileostomy: A Guide."
"Hollister Ostomy Guide."

Other materials on ostomies in Nursing Lab.

**Outstanding reading.

LIBRARY RESERVE (Cont.)

SLIDES:
Surgical problems including choleceptectomy with T-tube, and colostomy.
Medical problems including jaundice, infection control, and specimens.

READING

Robinson. Chapters: 21, 27, 29, 31.
Rodman. 2nd ed., chapter 49 plus individual drugs.
Brunner. 4th ed., pp. 683-705, 707-720, 722-736, 738-753, 755-795, 799-824, and 827-831.
Marlow. pp. 248-251, 253-254, 266-267, 404-426, 455-458, 760-762, 805-807.

Robinson. Basic Nutrition and Diet Therapy.
Rodman. Pharmacology and Drug Therapy in Nursing.
Brunner. Textbook of Medical-Surgical Nursing.
Marlow. Pediatric Nursing.

LARGE GROUP

GIT session
Mini-lectures (possible)
- peptic ulcer
- colitis
- hepatitis
- G.I. disorders in infancy

COLLEGE LAB C-413

View videotape on colostomy irrigation. (ITV)
Examine dressing trays.
Practice dressings.
Play Bingo--diagnostic tests and multiple use drugs.
Examine colostomy equipment.

CLINICAL LAB (HOSPITAL)

Care for patients with G.I. or G.B. problems.
Care for a jaundiced patient.
Care for isolated patient.
Care for patients with abd. dressings.
Observe G.I. or G.B. surgery.

WHAT'S AVAILBLE FOR LEG VIII C (Cont.)

STUDY HELPS FOR LEG VIII C

1. Know new terms - spelling and definition.

2. Obj. 1-3, pp. 421-435. Cover A1, A2, A4, A5, A6, B1, B2. Also, study lab. report on the Kardexs on pp. 429-435 and be able to answer questions about them.

3. Obj. 4-7, pp. 437-442. Cover A1, A4, B1, B2, B3, B4, B5. Be able to explain the physiology of the dumping syndrome--why do the symptoms occur? Complete the chart on page 439.

4. Obj. 8-9, pp. 443-445. Cover A1, A3, A4, B1, B2. Know the medications listed and be able to fill in the blanks on vitamins and minerals.

5. Obj. 10-13, pp. 447-449. Cover A1, A4, B1, B2.

6. Obj. 14-17, pp. 451-457. Cover A1, A4, B1, B2, B3, A1, A4. Review material assessment and dressing change from previous LEGS.

7. Obj. 18, 26-27, pp. 457-458 and 469-471. Cover B1, A1, A4, B1, B2.

8. Obj. 19-25, pp. 459-462 and 463-467. Cover A1, A2, B1, B2, B3, B4, B5 -- fill in chart on page 461. Also, do A1, A2, A3, B1, B2, B3, B4 - stress pages 465 and 466.

9. Obj. 28-29, pp. 473-474. Cover A1, A2, B1. Refer to LEG 7 B's notes.

10. Read in Marlow's Pediatric Nursing on G.I. disorders in infancy.

11. Do the "Have I Leaned" test, pp. 475-483.

12. When reading about various G.I. disorders, i.e., peptic ulcers, ulcerative colotis, hepatitis, jaundice, G.B. disease, etc., be sure to note and know the following:

    Definition
    Etiology - incidence
    Signs and Symptoms
    Diagnostic procedures
    Medical and/or surgical treatment
    Nursing care (stress)
    Complications

8/81

OBJECTIVES - VIII C

1. Demonstrate admitting a patient with a gastrointestinal problem, completing his orientation and charting as required, and making at least three observations pertinent to the health problems. (Role-play)

2. Given an assignment for any one of the following diagnostic tests-gall bladder series, upper G.I. series, barium enema, paracentesis, gastric analysis, sigmoidoscopy-independently find out and write what preparatory nursing actions and after-care are required and state what actions you would take if you were the nurse responsible.

3. Given patients with problems of nausea and vomiting due to either drug allergy, intestinal obstruction, vertigo, or postsurgery, describe why vomiting occurs with each and state two nursing actions specific for each. (Refer to A&P text for the physiology of vomiting.)

4. List the name and action (for example, soothing, healing, etc.) of a diet that would be beneficial for the following diseases or conditions: obesity, ulcer, fever, constipation, diarrhea, organic or functional starvation, and cholecystitis. Add the condition: vomiting.

5. Given a tray or a picture of food labeled for any one of the following diets - low fat; modified ulcer (graduated bland; low protein; low carbohydrate-select those foods that should not be included for each.) (page. 439)

6. Identify a problem for a patient with special nutritional needs (e.g., need to eat more or follow a prescribed dietary regime) and list verbally or in writing the steps of the problem-solving process you would apply toward the solution.

7. List four signs and symptoms of dumping syndroms; explain why physiologically the dumping syndrome may occur after a gastric resection and describe four nursing actions to minimize it.

8. Give two trade or generic names of drugs in the following drug classifications: sedative, antacid, anticholinergic, analgesic, anti-inflammatory, anti-infective, antipruritic, diuretic, cathartic, antidiarrheic, bile salts, vitamins, and minerals; describe the route of administration, intended action, and/or use for gastrointestinal problems and untoward effect of each. Suggested drug list for Objective 8:

   Amphogel
   Azulfidine
   Benadryl
   calamine
   cascara
   Castor oil
   Cortisone
   Decholin
   Demerol
   Donnatal
   Dulcolax
   Fergon
   Atropine
   Novogran
   Paragoric
   Papaverine
   Zanchol
   kaopectate
   K-Lite
   Lomotil
   Maalox
   Milk of Magnesia
   morphine
   neomycine
   Tagamet
   Spansule
   Pamine
   Phenobarbital
   prednisone
   Probanthine
   vitamin B_{12}
   Nembutal
   Lasic
   Esidrex
   Gelusil
   Belladonna
   Combid
   Riopan

9. Given a list of drugs in the following classifications-anticholinergic, analgesic, and antacid-describe how each medication acts differently to relieve pain. Refer to drugs listed in Objective 8)

10. List behaviors of patients with ulcers or colitis, identifying responses to stressful situations which indicate either "coping with" or rejection or denial "not coping" behavior.

11. State how the behaviors listed in Objective 10 influence both the disease and your nursing care for the patient.

12. Identify problems a patient might have following a change in appearance due to unusual weight loss or gain or jaundice.

13. Given a patient with symptoms of jaundice, describe the probable appearance of urine, skin, stool, sclerae, feelings or attitude of the patient, and the significance of each of these to nursing action.

14. Given a patient situation, identify all the factors you would include in your total assessment of the patient during your first visit. Use situation page 453)

15. Demonstrate assisting the physician with a dressing change after abdominal surgery, with minimal direction. (Role-play using situation on page 453.)

16. Discuss irrigating a wound using sterile technique, and changing a dressing around a T-tube and/or a Penrose drain with minimal direction, and record observations that should be made. (Refer to 7A materials.)

17. Discuss preparing a patient during the 24 to 48 hour period prior to abdominal surgery.

18. State three worries or concerns a patient facing surgery for a colostomy or iliostomy will have and how you will help him with these concerns.

19. Read and discuss the article on Viral Hepatitis; then, list nursing actions that would be required to initiate infection control precautions for a patient with serum hepatitis and a patient with infectious hepatitis.

20. Given an order for laboratory tests of stool specimens (for example, routine, parasite, or occult blood), discuss carrying out the order with minimal directions.

21. Identify specific problems for given patients with diarrhea and list, orally or in writing, the steps of the problem-solving process you would apply toward the solution.

22. State at least two different observations or nursing actions you would take to prevent complications after a hiatus herniorrhaphy and after an inguinal herniorrhaphy. Define hernia.

23. Select from a list signs and symptoms that may indicate complications following gastrointestinal surgery and list the most common complications that may occur. (Refer to page 465.)

24. Given a patient with a bleeding ulcer being admitted to the patient unit from the emergency room, describe three actions you would take and three observations you would make immediately upon admission and state your rationale for each.

25. Given a patient complaining of abdominal distention (overt signs and symptoms are present), describe two nursing measures you would take to alleviate the discomfort and state your rationale.

26. Discuss caring for a patient with a colostomy.

27. Discuss changing the dressing and irrigating a colostomy. (Refer to handout)

28. List two observations that you would make related to each of the following fluid and electrolyte imbalances: increased sodium, decreased potassium, decreased magnesium.

29. Describe two patient situations in which you would be alert for signs of increased base bicarbonate (metabolic alkalosis) and two observations that you might chart.

1/82 MRB

C. WRITTEN REQUIREMENTS FOR CLINICAL:

Papers are to be written legibly in ink or typed, with correct spelling, grammar and punctuation and no more than 2 errors on each page. Assignments must be handed in on time unless PRIOR permission is granted by the instructor for late submission of the paper or assignment. PRIOR DOES NOT MEAN ONE HOUR BEFORE THE PAPER OR ASSIGNMENT IS DUE.

ONE POINT WILL BE SUBTRACTED FROM THE FINAL GRADE FOR EACH LATE PAPER OR ASSIGNMENT.

1. Medical-Surgical Areas:
   a. Satisfactorily complete Participant Observations (PO) and Problem Solving Plans (PSP) as designated in the Clinical Objective Book.
   b. Drug cards: satisfactorily do drug cards as designated in the Clinical Objective Book or as assigned by instructor.
   c. A grade of UNSATISFACTORY on any written work will require that the work be redone within a week.

   NOTE: When applicable the above applies to the Maternity area.
2. Maternity area: There will be additional assignments as given by the instructors.

ADDITIONAL NOTE: A set of clinical objectives is defined:

1. Those clinical objectives relating to medical-surgical nursing.
2. Those clinical objectives relating to labor and delivery.
3. Those clinical objectives relating to nursery and postpartum.

ADDITIONAL NOTE II:

1. Three tardies will equal 1 (one) hour absence. This is based on the student's handbook which states that an instructor may lock the classroom door and refuse late admissions to a class which means that anyone late could be an absence.
2. A tardy of over 20 minutes equals an absence.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

LEGS Vol. II
NuR:116, nur 117, nur 118

SPRING, 1982

COURSE REQUIREMENTS IN ADDITION TO STUDENT POLICIES FOR NURSING CURRICULUM

A. ATTENDANCE POLICY:

Attendance is required. Excessive absences may result in dismissal from a course, (based on a 5 week course).

1. Excessive absences are defined as follows:
    a. More than 4 hours of GIT and discussion
    OR
    b. More than 1 day of college laboratory
    OR
    c. More than 1 day of clinical laboratory
2. Being tardy excessively will be considered in retention. Excessive tardies are defined as being late more than 2 times per week.
3. Students will be notified of any changes in the above.

B. WRITTEN REQUIREMENT FOR THEORY:

1. LEG Tests. One short test (20 points) will be given per LEG for a total of 3 tests (60 points) per course. Material tested may include that day's work but not go beyond that point. Each test will be allotted 20 minutes. Grades from the 3 LEG tests will be averaged. An average grade of 93 or better will add 1 point to the final course grade.

NOTE: a. If the student is late to class on the day the LEG test is given, he/she will be allowed to take the test for the remainder of the specified time. No retests will be given on the short test(s).

b. If the student is absent from the test, a make-up test may be taken at the instructor's discretion. The testing time will be limited to 10-15 minutes depending on the test content.

2. Comprehensive Examination. One comprehensive examination will be given at th end of each course. Grade = 100% of the final grade. Retest(s) will be given.

GRADE SCALE: A = 93-100, B = 85-92, C = 75-84

NOTE: Examination results (grades) will be either given to the student(s) during the next day's class session or posted outside of C 424 on the day following the examination. Grades will not be given out on the day of the examination.

3. Math Tests: A math test will be given prior to the comprehensive exam. There will be 6 questions on the test. Fifteen minutes will be allowed per test. Grading will be as follows:

    a. 5 or 6 correct = 1 point added to final grade.
    b. 1 or 2 correct = 1 point subtracted from final grade.

4. Annotated Bibliography Cards may be required at the instructor's discretion. Grades of "S" and "U" will be given. A grade of "U" will require that the care be corrected for an "S" grade.

COURSE SYLLABUS OUTLINE

PART I (COMPLETE FOR ALL COURSES)

1. Course abbreviation and number NUR;209

2. Course title Nursing IX

3. Credit hours 3 Contact hours 17 Lab hours 12 Other; specify (e.g., additional open lab hours) Open Lab: Monday 7:30-4; Tuesday 9-9; Wednesday 8-4:30; Thursday 7:30-4; Friday 9-4

4. Catalog Description

   This course continues to utilize the nursing process in meeting the nursing needs of adults and children building upon concepts introduced in prior courses. Focus is on assessment and appropriate nursing intervention in relation to problems in the following areas: (1) oncology (2) mobility (3) genito-urinary. Clinical experience provided.

5. Course [✓ requirement] or elective for Nursing program.
   (circle one) specify

6. Primary purpose of the course within the department.

   This is the ninth of fourteen nursing courses required to obtain an Associate in Applied Science degree in Nursing. This course includes utilization of the nursing process to meet the nursing needs of persons with health problems related to the peripheral vascular system, mobility, urinary system, oncology, and terminal illness.

7. Relationship of the course to College objectives and to other instructural areas.

   (A) Relationship of Course to College Objectives

   This course is the ninth in the nursing curriculum that leads to the Associate in Applied Science degree in Nursing which provides graduates with marketable career skills.

   (B) Relationship of Course to Other Instructional Areas

   Courses from the general curriculum provide the nursing student with a basic foundation while they acquire and learn to implement nursing skills in the clinical setting.

8. Degree requirement for: Associate in Arts

   Associate in Applied Science Nursing

   Other (please specify)

9. Course prerequisites : NUR:118, BIO:202, BIO:203. "C" in sciences and other courses, "C" or better in Nursing. Cumulative and session GPA of 2.5.

   Course corequisites

   (If placement testing is necessary, please indicate what placement test.)

10. Projected enrollment per section each semester 10- days; 10- evenings 110

Number of sections offered each semester 3 or 4 days; 1- evenings (alternate semesters

11. Anticipated frequency of course offering (List semester(s), e.g., Fall, Spring, Summer) Days: Fall and Spring Evenings: one time per year

COMPLETE QUESTIONS 12-14 FOR NEW COURSE PROPOSALS ONLY

12. Approximate total cost of equipment that must be acquired for the course. ______

If over $50, approximate cost of supplies used per section for the course. ______

Required instructional facilities other than typical classroom (please specify) ______

Are these required facilities currently available? ______

If not, how will they be obtained? ______

Proposed semester and year for initial offering ______

FOR COURSES SPECIFICALLY DESIGNED TO TRANSFER

14. Institutions to which the course will transfer. (Number of institutions needed to support transfer status of a course should be no less than three and should reflect those institutions to which students in your program commonly transfer.)

A. ______

B. ______

C. ______

PART II (COMPLETE FOR ALL COURSES)

If more than one set of responses per course is submitted for the items specified below, please include the instructor's name and course section number.

15. Learning Objectives of the Course
(Objectives should state what skills and competencies students are expected to gain from the course.)
SEE ATTACHMENT

16. Course Outline
(The course outline should be detailed, organized in logical units, and accurately reflect the content and pacing of the course. It should include course assignments when available.)

17. Teaching Methods SEE ATTACHMENT
(e.g., lecture, discussion, use of media)
SEE ATTACHMENT

18. Basis of Student Evaluation
(Grading criteria should show how assignments, tests and other evaluative material contribute to the student's final grade. Evaluative procedures should relate to course learning objectives.)
SEE ATTACHMENT

19. Attendance Policy
(Attendance policy should address student tardiness, and absences and how they affect student progress and grades.)
SEE ATTACHMENT

20. Text, Reference and Supplementary Material
(Reading lists should be attached. "Class handouts" may also be included.)
SEE ATTACHMENT

21. Student Cost beyond tuition and text
(e.g., supplies) SEE ATTACHMENT

COURSE OBJECTIVES

At the successful completion of NUR:209, Nursing IX, the student should be able to:

1. Apply principles of medical and surgical asepsis in nursing situations involving orthopedic problems, urinary tract problems, oncologic problems, peripheral vascular problems, arthritic problems, dressings, isolation, and medical administration.
2. Utilize effective communication skills with patients, families, and health personnel.
3. Identify, assess, and analyze the psychopathologic components in nursing situations involving problems related to mobility, urinary tract, peripheral vascular, and oncologic conditions.
4. Evaluate the nutritional, fluid, and electrolyte status of patients in specified nursing situations.
5. Integrate knowledge of the use of pharmacologic agents for mobility, peripheral vascular, urinary, and oncologic conditions.
6. Intervene appropriately with skill and safety in nursing crisis situations related to changes in body image, urinary dysfunction, coping with a fatal illness, and impending death.
7. Utilizing principles of body mechanics and alignment in safely and skillfully moving patients with problems of mobility.
8. Perform therapeutic measures with safety when meeting the oxygenation needs of patients in various nursing situations.
9. Utilize the nursing process in implementing care for patients in various nursing situations.
10. Apply principles of safety and comfort in mobilization of patients with problems related to orthopedics, peripheral vascular diseases, arthritis, urinary tract, and oncology.
11. Implement nursing measures related to removal of metabolic by-products from the body.
12. Utilize knowledge of the internal neurohormonal regulatory influences and the external institutional-legal constraints when delivering nursing care to persons with mobility, peripheral vascular, urinary, and oncologic problems.
13. Integrate learning from different sources in evaluating self in the early stages of transition from student to graduate role.
14. State community agencies available to meet health needs of patients and families with oncologic and related problems.

MPE: 8/83

15. LEARNING OBJECTIVES OF NURSING 209

Nursing 209 contains learning objectives grouped in Volume III of LEGS as IX-B, part of IX-A, IX-C, and X-A.

LEG IX-B

1. Given the following equipment, state whether each is used with skeletal or skin traction: Steinman pin, head halter, pelvic halter, Kirschner wire, Crutchfield tongs, moleskin, and elastic bandage.

2. Given a diagram of a patient in traction, draw an "X" on each area of the body where skin irritation or pressure sores could occur.

3. Given a diagram of a patient in traction, evaluate the patient's position in bed in relation to the effect of the traction, identify which of the following types of traction is in use, and state whether it is skin traction, skeletal traction, straight pull, or balanced pull: pelvic, Buck's, Bryant's, Russell's, suspension with Thomas splint, and cervical.

4. Demonstrate evaluating a patient's position and traction equipment while in any one of the types of traction listed in Objective 3 during your first visit in the room using the criteria of the patient's comfort and safety and the effectiveness of the traction.

5. Given a description of a patient in any of the types of traction listed in Objective 3 and a list of nursing actions, select those that could be used to meet the patient's common daily needs without causing him discomfort or injury.

6. Demonstrate assisting patients to get into cervical and pelvic traction using a cervical halter and a pelvic belt.

7. Describe patient problems that might be helped by the use of each of the following types of casts: body, hip spica, cylindrical, and splint.

8. Given drawings of patients in casts or traction, select those that show correct positioning to prevent swelling, foot and wrist drop, loss of muscle strength, and hip deformity.

9. List four ways to recognize if there is impairment of circulation or sensation after a cast or traction is applied or after orthopedic injury.

10. List three signs that might indicate a pressure sore underneath a cast or skin traction.

11. Given a list of methods of cleaning the outside of a cast, select the ones that will be effective and that will not damage the cast.

12. Describe two ways to line the edge of a cast and two ways to waterproof the buttocks area of a spica cast.

13. Given a list of nursing actions and rationales, select those actions that should be followed during the first 24 hours after a cast is applied and those that should be followed after the cast is thoroughly dry with the appropriate rationales.

14. Compare the rate of healing and the problems associated with the relief of pain for the patient following a laparotomy with those for the patient following orthopedic surgery.

15. List six physical complications that can occur to patients immobilized due to surgery, traction, and/or cast and describe one nursing action that would be aimed at preventing each.

16. Describe three patients with health problems that would predispose them to developing a hip deformity during their convalescence, and that would be prevented with proper positioning and observations; describe one preventive measure for each patient listed.

17. List three actions that a nurse can take to prevent a prolonged depression following an amputation.

18. List three different mechanical turning frames and state the advantage of each for a patient.

19. Shown a diagram or a demonstration of a nurse carrying out any of the following medical orders, determine if they are being carried out correctly and if not, describe or draw the necessary corrections:

    Log roll to side, to prone, and to supine positions.
    Turn to unaffected side with affected hip in abduction and neutral rotation.
    Place on bedpan without arching back.
    Place stump in extension for thirty minutes every two hours.
    Get out of bed without twisting shoulders or arching back.

20. Demonstrate evaluating the strengths and weaknesses of a patient with a mobility problem during your initial visit in preparation for getting him out of bed.

21. Demonstrate carrying out the medical orders listed in Objective 19 with another student or a patient, including preparing the patient and taking measures to avoid discomfort or injury to the patient, planning the method, and obtaining the necessary assistance and giving leadership to all those involved during the actual procedure.

22. List three activities for which a trapeze bar is useful.

23. Given a patient of a specified age in a spica cast, demonstrate the following activities including the use of personnel and placement of pillows:

    Turning from supine to prone and back again
    Placement on a bedpan
    Raising head of the bed 45 degrees

24. Given a drawing, state whether the patient's posture is correct while using crutches or a walker and, if incorrect, describe how his posture could be improved.

25. Role-play preparing a patient and his family preoperatively for an amputation, specifically in relation to use of crutches and prosthesis postoperatively and change in body image.

26. Describe the behavior of an actual patient with a problem of reduced mobility which has decreased his ability to interact and state three nursing measures that could be used to increase the patient's interaction with others.

27. Given a hypothetical or real group of patients with problems of mobility, a report, and an assignment on each patient, list the observations you will make of each patient as you make rounds and state the order in which you will carry out the nursing care required, giving your rationale for your sequence.

28. Demonstrate four different gaits that can be used with crutches.

29. Demonstrate changing a stump dressing using sterile technique.

30. Demonstrate giving care to patients in the following mechanical turning frames: Stryker or Foster frame, CircOlectric bed.

31. List four symptoms that a nurse could see and two symptoms that a patient could feel which indicate a circulatory problem in the extremities and two complications which might occur due to the decreased blood flow.

32. Given a list of nursing actions and a description of the patient's circulatory problem (e.g. venous or arterial), select those actions that would help a patient to increase the circulation in his extremities and prevent complications.

33. Given a list of rationales or purposes for any of the following medical treatments for a patient with peripheral vascular disease, identify the ones that are stated correctly and write the correct answer for those that are not: sympathectomy, Buerger-Allen exercises, sympatholytic drugs, vasodilating drugs, amputation , keeping legs in dependent position, elevating legs, enzymes, endarterectomy, Unna paste boot, oscillating bed, sterile wet compress, and moist heat.

34. Given a description of a patient with a rheumatic disease, state three actions that a nurse could take to help the patient acquire new skills in daily living while giving nursing care.

35. State three reasons why exercises may not be effective or new skills may not be taught to a patient with a chronic illness.

36. Describe three aspects of postoperative care of a patient following a vein ligation and stripping operation that are different than those required with a patient following a laparotomy.

37. Given a list of nursing actions for changing a sterile moist dressing on a varicose stasis ulcer, identify those actions that are either missing, wrong, our of sequence, or unnecessary, using the criteria of surgical asepsis and comfort and safety for the patient.

LEG IX-C

1. Demonstrate catheterizing a patient according to the criteria of asepsis and the patient's physical and emotional comfort.

2. Given an order for diagnostic tests for urinary problems (e.g. renal function tests---BUN, serum creatinine, creatinine clearance, renal concentration test, PSP, and urea clearance), independently find out what nursing actions are required to carry out the medical order, and state what nursing actions you would take if charged with the responsibility.

3. Demonstrate or role-play preparing a patient for cystoscopy and I.V. pyelogram and/or retrograde studies and caring for him following the procedure.

4. Given the following classifications, write two trade or generic names of drugs in each classification and describe the intended action/use for urinary problems, one major side effect, and appropriate nursing actions for each; antiseptic, anti-infective, antispasmodic, diuretic, steroid, analgesic.

5. Given a list of nursing actions and a list of medications from Objective 4, select the appropriate action when giving each drug.

6. List five specific observations you would make for patients following genitourinary surgery (nephrolithotomy, ureterolithotomy, nephrectomy, ureterosigmoidostomy, transurethral resection (TUR), suprapubic prostatectomy, suprapubic cystostomy, ileal conduit, vasectomy) and identify those that may indicate complications. State at least one specific nursing action for each.

7. List at least four observations you should make when caring for a child with nephrosis and list and describe how you would initiate nursing actions to provide for comfort, safety, and enjoyment.

8. State at least three observations and three nursing actions needed to provide for the safety and comfort of the patient having a closed irrigation system (tidal drainage) following a transurethral resection.

9. Write a plan for keeping the wound area sterile when there is a large amount of drainage (e.g. nephrostomy, suprapubic prostatectomy).

10. Given descriptions of patients in pain due to obstruction (urinary calculi) and infections (cystitis, nephritis) in the urinary system and a list of nursing actions, select those intended to relieve each type of pain.

11. Given descriptions of patients with urinary retention, state what steps you would take to identify the probable cause; describe two nursing measures to alleviate the problem and state your rationale.

12. Given a description of a patient with a specific urinary problem, describe at least one effect of anxiety or stress and two actions you could take to help the patient.

13. Given a hypothetical or real group of patients with urinary problems and/or problems from Levels Six to Eight, a report and an assignment on each patient, list the observations you will make on each patient as you make rounds and state the order in which you will carry out the nursing care required, giving your rationale for your sequence.

14. Given descriptions of patients with urinary incontinence, identify the problem, the symptoms and facts about the problem; write at least three alternate solutions, listing the advantages and disadvantages of each, and state your decision and how you will evaluate that decision.

15. Given problem situations, samples of the facts, possible solutions, and advantages and disadvantages of those solutions, arrange them in the appropriate areas on the Decision-Making Form (i.e. demonstrate that you can use the Decision-Making Form).

16. Given a description of a problem situation, write out what problem is present and differentiate it from the symptoms of the problem.

17. Demonstrate working through the decision-making process by identifying a problem and working out a solution, utilizing the Decision-Making Form with either a real or simulated patient or situation.

18. Demonstrate teaching a patient with an ileal-conduit stoma how to care for himself before discharge, including care of skin, use of equipment, and statement of patient's attitude.

19. Given any of the following types of catheters: French 4-6, French 16-22, French 14-20, Foley, describe their use (e.g. age or sex of patient, indwelling or intermittent) and appearance.

20. Given a list of nursing actions, select those that you would take in order to irrigate a ureteral catheter using aseptic technique.

21. Describe the difference between hemodialysis and peritoneal dialysis in terms of length of time required, indications for use, complications that can occur, required nursing actions during treatment, equipment involved, and location of dialyzing machine.

22. List three anticipated problems that a patient might have when admitted to the intensive care unit with some degree of renal failure.

23. Given a real or hypothetical patient receiving peritoneal dialysis and his medical orders, state the actions you would take in the order of priority to give him care during an eight-hour period and state your rationale.

LEGS X-A:

1. Using at least four criteria, compare benign and malignant tumors.

2. State whether each of the following tumors is benign or malignant and what tissue type it arises from: adenocarcinoma, lipoma, glioma, osteogenic sarcoma, multiple myeloma, fibroma, leimyoma, glioblastoma, and melanoma.

3. Given a description of a malignant growth in a specific area of the body, describe how this growth could cause illness and possible death for the patient if untreated.

4. Given a patient with recently diagnosed Hodgkin's disease, explain what is meant by "staging" and describe three aspects of the treatment and/or course of the disease that the patient would probably want to know.

5. Describe what care each of the following institutions and agencies could or does provide for the care of cancer patients in your community: hospice, oncology clinic, regional ambulatory cancer center, and American Cancer Society; and list three community organizations that can help families with the grief process.

6. State three ways in which you can contribute to cancer prevention and/or early detection in yourself and others.

7. Given a list of symptoms, state which are included on the American Cancer Society's list of seven danger signs of cancer.

8. Demonstrate teaching someone how to do a breast self-examination.

9. Given a patient reaction prior to one of the following diagnostic tests, state what action(s) you would take to prepare the patient and make the procedure as nontraumatic as possible: bone marrow aspiration, bone marrow biopsy, lymph node biopsy, and lymphangiogram.

10. Given a dark-skinned patient to care for immediately following a liver biopsy, state two complications to watch for and describe the physical observations you should make to detect them.

11. Describe the role of quackery in the treatment of cancer and name a federal agency responsible for the regulation of cancer remedies.

12. Describe the rationale(s) for each of the following methods of treating a malignant growth: radiation therapy; chemotherapy, including arterial infusion; immunotherapy; surgery, including bone marrow transplant; parenteral hyperalimentation; supportive therapy.

13. Given any of the following antineoplastic drugs, state the trade and generic names, drug subclassification (antimetabolite, alkalating agent, plant alkaloid, antibiotic-like agent, steroid hormone), drug action, major side effects, indications of toxicity, usual dosage, route(s) of administration, and nursing implications: Adriamycin, bleomycin, Cytoxan, Imuran, methotrexate, Oncovin, Platinol, prednisone, Solu-Medrol, tamoxifen citrate, Velban, The androgen, estrogen, and progestin steroid hormones are studied in Nursing 21.

14. Anticipate (in writing) two problems that patients might encounter after radiation therapy and chemotherapy, and state what steps a nurse could take to either prevent or alleviate these problems.

15. Demonstrate preparing, administering, and charting a prn medication for pain within 10 minutes from the time of the request.

16. Given a patient with leukemia, list three nursing actions that could be helpful to prevent infection, reduce bleeding, and promote comfort.

17. Given a patient experiencing a change in body image due to chemotherapy, radiation, tissue invasion, or surgery, demonstrate utilizing the nursing process to assist the patient in the maintenance of self-esteem and disucssion of sexual concerns.

18. Given a patient with a cesium implant for cancer of the cervix, describe what precautions are taken in your hospital to protect the staff while caring for the patient.

19. Given a patient preparing for radical surgery for cancer of the larynx, demonstrate utilizing the nursing process to meet the patient's need for information.

20. Deleted. Covered in Volume IV of LEGS.

21. Develop a teaching plan for a mastectomy patient which includes information about infection, lifting, and exercise in order to prepare her for discharge and living at home at an optimum level of wellness.

22. Demonstrate caring for a patient with a colostomy, including changing the dressing and irrigating the colostomy.

23. List three coping behaviors that a nurse might recognize as adaptive responses to the diagnosis of a fatal illness; state which nursing interventions would be appropriate in response to each behavior and give your rationale.

24. Given a description or an actual child with a potentially fatal illness where the family is aware of the prognosis and the child may or may not be, utilize the nursing process to determine what stage of grief the child and fmily are in and state specifically how you can provide emotional support.

25. List three possible problems that families with children in long periods of remission may experience and an appropriate nursing intervention for each.

26. Given a real patient who is terminally ill, demonstrate utilizing three specific techniques of therapeutic communication to assess the patient's need for spiritual assistance and state three nursing actions that might be helpful to this patient.

27. Given a real or hypothetical patient who is dying, state three nursing interventions that could help the patient emotionally and physically to achieve a dignified death; state your rationale.

28. Describe the procedure followed in your hospital for the care of the body immediately after death; notification of family, nursing supervisor, and physician; and obtaining of permission for autopsy.

#16 Course Outline

SCHEDULE OF CLASSES FOR NURSING 209

(A 5-Week Course)

Rooms for classes:
Mondays 10-11:50:
Mondays 1-2:50: C413/415
Tuesdays 9-11:50:

Day and Date	Time	Topic
Wednesday, Jan 12	9 am 10-12	GIT for third semester courses GIT for NUR:209
Thursday, Jan. 13	9-12	College Lab. Skills #8 Wet to dry - read Bauman article (see p. 5) #7 peripheral pulses- read Kozier and Erb pp. 249-250; do page 45 practice using syringes review medication administration-review in III-B of Nursing Skill Book use of sterile applicator sticks macro- and microdrip chambers for I.V. fluids Catheterization- answer questions on p. 63; review pp. 64-66; practice catheterization with a Robinson and a Foley if you want a check-out today after this lab. practice charting situations- we won't use SOAP format charting for this exercise
Friday, Jan. 14	MARTIN LUTHER KING BIRTHDAY- campus closed	
Monday, Jan. 17	10-11:50	Introduction to nursing care of persons with orthopedic problems
	1-2:50	COLLEGE LAB. SKILLS #1 turn with hip in abduction and neutral rotation #2 moving person in lower extremity traction #3 moving person with a wet cast #6 assisting person out of bed- review IC in Nursing Skill Book
Tuesday, Jan. 18	9-10	Problem oriented records and decision making (pages 29-38)
	10-11:50	Nursing care of persons with casts or traction
Monday, Jan. 23	10-11:50	Planning nursing care for patients with problems of mobility
	1-2:50	COLLEGE LAB. SKILLS #4 logrolling #5 logrolling onto fracture bedpan #10 palpate urinary bladder #12 turn person in hip spica cast- review IC for turning prone to supine; read Brunner #14 cervical halter and pelvic traction

Day and Date	Time	Topic
Tuesday, Jan. 24	9-11:50	Care of persons with peripheral vascular problems
Monday, Jan. 31	10-11:50	Introduction to nursing care of persons with problems of the urinary tract
	1-2	COLLEGE LAB. SKILLS #11 crutch walking-be prepared to demonstrate #15 closed irrigation system - p. 67
	2-2:50	Nursing care of persons with urinary tract infections and obstructions
Tuesday, Feb. 1	9-10:50	Nursing care of persons having urinary tract surgery
	11-11:50	Nursing care of persons with impaired renal function
Monday, Feb. 7	10-11	(cont.) Nursing care of persons with impaired renal function
	11-11:50	Introduction to oncologic nursing
	1-2:50	Nursing care of persons receiving treatment for cancer
Tuesday, Feb. 8	9-10	(cont.) Nursing care of persons receiving treatment for cancer
	10-11:50	+ Nursing care of persons with selected conditions caused by malignant growths
Monday, Feb. 14	* 10-10:30	Nursing care of persons with extremity amputations
	* 10:30-12	Nursing care of persons with neoplasms that have caused a terminal illness
	1-2:50	Class PRN only; individual assistance available

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* If all students in this section prefer that these 2 hours of class be held on Friday morning, 2/11/83, this can be arranged by requesting on or before 2/7/83.

If the Campus is closed during the period 1/12 - 2/15 on a day or days that cause us to be behind in our class and/or College Lab. schedule, classes and College Lab. may be held on Monday, February 14 and/or 15. If this is necessary, you can anticipate that the course test will probably be given Friday, February 18, 12-1:45 pm.

+ Objective X-A-20 is no longer included in NUR:209; it is included in a fourth semester course.

17. TEACHING METHODS

- A. Lecture
- B. Discussion
- C. Demonstration
- D. Return demonstration
- E. Individualized instruction
- F. Clinical practice
- G. Side/tape presentations
- H. Selected book and journal readings

18. BASIS FOR STUDENT EVALUATION

A. Classes

It is anticipated that each student will come to class prepared to participate in discussion and bring relevant questions and/or problems for clarification. Upon completion of this course, a comprehensive written examination is given; a grade of 79 percent or above is required in order to progress to the next course.

Upon completion of the course, a two part written examination is given:

1. A comprehensive examination on which a grade of 79% or above is required in order to progress to NUR:212.
2. Six nursing mathematics problems are given; three or more need to be answered correctly.

If unsuccessful on this examination, the student has the option to repeat the course one time.

B. College Laboratory

Prior to taking the written comprehensive examination, the student will satisfactorily complete each skill identified in the College laboratory portion of the College and Clinical Laboratory Objective Booklet.

C. Clinical Laboratory

Clinical performance is evaluated as Satisfactory or Unsatisfactory as determined by criteria specified in each clinical objective, the "Criteria for Daily Clinical Performance," and Clinical Laboratory Guidelines--Nursing 209.

D. Summary of Requirements for Successful Completion of NUR:209

1. Grade of 79 percent or above on comprehensive written examination.
2. Grade of 3 or more correct on a 6 item nursing mathematics test.
3. Satisfactory evaluations of skills performed in the College Laboratory.
4. Satisfactory evaluations of objectives in the Clinical Laboratory.

19. ATTENDANCE POLICY

Students are expected to attend all classes, GIT session, theory classes, College Laboratory, and Clinical Laboratory. Absence of more than two days from GIT session, theory classes and/or College Laboratory is considered excessive. Absence of more than one day from Clinical Laboratory is considered excessive and will result in an unsatisfactory evaluation. Two tardies less than 30 minutes or one tardy more than 30 minutes constitutes one absence.

COURSE SYLLABUS OUTLINE

PART I (COMPLETE FOR ALL COURSES)

1. Course abbreviation and number NUR:210

2. Course title Nursing X

3. Credit hours 3 Contact hours 7 Lab hours 12 Other; specify (e.g., additional open lab hours) College Lab 2 hours, clinical Lab 10 hours

4. Catalog Description:
NUR:210 NURSING X 3 CREDITS

NUR:210 NURSING X
Prerequisite:

This course continues to utilize the nursing process in meeting the nursing needs of adults and children building upon concepts introduced in prior courses. Focus is on assessment and appropriate nursing interventions in relation to problems in the following areas: (1) Psychosocial-Psychiatric (2) I.V. therapy, blood dyscrasias and complications of liver failure (3) Acute cardiac care. Clinical experience provided.

5. Primary purpose of the course within the department.

Continuation of attainment of competencies required within the nursing program.

6. Relationship of the course to College objectives and to other instructural areas.

This course is part of a career oriented educational program which is responsive to the needs of students enrolled in the nursing program and to the manpower needs of local community health care agencies. To strengthen our committment to excellence in a creative teaching-learning process and maintenance of an updated course of study, content, and methods are reviewed and revised as needed. This course builds upon knowledges and skills achieved in prior courses.

7. Degree requirement for: Associate in Arts

Associate in Applied Science X

Other (please specify)

8. Course prerequisites NUR:118 NURSING VIII, BIO:202 ANATOMY AND PHYSIOLOGY II, and BIO:203 General Microbiology. A grade of "C" in Nursing and other courses. Cumulative and Session g.p.a. of 2.5

Course corequisites ENG:102 or 103; SOC:101

(If placement testing is necessary, please indicate what placement test.)

10. Projected enrollment per section each semester 25-30

Number of sections offered each semester 3 Days 1 - Evening

11. Anticipated frequency of course offering (List semester(s), e.g., Fall, Spring, Summer) Fall, Spring

COMPLETE QUESTIONS 12-14 FOR NEW COURSE PROPOSALS ONLY

12. Approximate total cost of equipment that must be acquired for the course.

If over $50, approximate cost of supplies used per section for the course.

Required instructional facilities other than typical classroom (please specify)

Are these required facilities currently available?

If not, how will they be obtained?

Proposed semester and year for initial offering

FOR COURSES SPECIFICALLY DESIGNED TO TRANSFER

14. Institutions to which the course will transfer. (Number of institutions needed to support transfer status of a course should be no less than three and should reflect those institutions to which students in your program commonly transfer.)

A.

B.

C.

PART II (COMPLETE FOR ALL COURSES)

If more than one set of responses per course is submitted for the items specified below, please include the instructor's name and course section number.

15. Learning Objectives of the Course
(Objectives should state what skills and competencies students are expected to gain from the course.)

16. Course Outline
(The course outline should be detailed, organized in logical units, and accurately reflect the content and pacing of the course. It should include course assignments when available.)

17. Teaching Methods
(e.g., lecture, discussion, use of media)

18. Basis of Student Evaluation
(Grading criteria should show how assignments, tests and other evaluative material contribute to the student's final grade. Evaluative procedures should relate to course learning objectives.)

19. Attendance Policy
(Attendance policy should address student tardiness, and absences and how they affect student progress and grades.)

20. Text, Reference and Supplementary Material
(Reading lists should be attached. "Class handouts" may also be included.)

21. Student Cost beyond tuition and text
(e.g., supplies) Liability insurance - approximately $6.00.
Handouts - $1.50, parking and/or transportation for Clinical Lab - approximately 15 trips to clinical agency.

NUR:210

Course Outline:

I. Psycho-social Nursing
    A. Interpersonal Relationships and Chronic Illness
    B. Anxiety - Extreme and Panic
    C. Psychosocial Assessment
    D. Therapies Utilized in Mental Illness
    E. Classification, Description and Nursing Intervention
    F. Problem of Suicide
    G. Chemical Dependency

II. Medical-Surgical Nursing
    A. I.V. Therapy and I.V. Meds
    B. TPN (hyperalimentation)
    C. Blood Dyscrasias
    D. Hepatic Coma
    E. Cardiovascular Nursing
        1. Physical Assessment
        2. EKG Interpretation (basic)
        3. Cardiovascular Devices and Nursing Intervention
        4. CPR

Teaching Methods:

1. Small group discussion
2. Audio-visual aids
3. Nursing college laboratory practice
4. L.E.G.S. Guides

Methods of Evaluation - Student:

1. Attendance (two absences only)
2. Perparation of written material for class
3. Discussion participation
4. Successfully achieving 79% or better on the final examination

OBJECTIVES

Describe three ways that a long-term illness as contrasted to a short-term illness affects your relationship with a patient.

Given an example of a nurse-patient situation, identify examples of the nurse's fostering the dependency of the patient and examples of the nurse's encouraging the patient to function more independently.

Describe the relationship of the family to your patient with a chronic illness situation and identify any changes taking place in the family because of the illness.

Describe two behaviors that show extreme anxiety, one of which includes panic.

Describe or choose from a list the nursing care that should be given to a patient in extreme anxiety (including panic).

Describe or choose from a list examples of behavior which punish another person either directly or indirectly. Obstruct, pouting, procrastinate stubborn intentional inefficiency.

Given a description of passive-aggressive behavior, describe both a nonhelpful response and one that would be therapeutic for the person exhibiting the behavior; state why the response would or would not be helpful.

Given a description of behavior that requires limit setting, write that you would say and do in order to set limits.

Describe three types of behavior that a patient with a mental illness uses and with which you easily identify.

Describe two therapeutic values that the relating process has for a patient.

Given a real or a written description of a patient's environment, including the physical, personal, and social aspects, identify the factors that encourage and discourage the creation of a therapeutic ward milieu.

Describe and give an example of how you have used five or more of the following attitudes and activities therapeutically with a particular patient with a mental illness: acceptance, respect, sensitivity, support, reassurance, encouragement, empathy, understanding, limit setting, and consistency.

Given a nurse-patient conversation, identify both the patient's problems and the nurse's goal and state whether the nurse recognizes both.

Given your own recording of an interaction with a patient, identify the areas of self-awareness that you recorded.

Given a confusing, unanswerable question, write or select from a list a response that will help a person state the question clearly enough to obtain an answer.

Describe in writing strengths and weaknesses that your particular patient has in each of the following areas: participation with others (socialization), communications, self-esteem, comfort and degree of anxiety, meeting biological needs, and testing reality. Include appropriate nursing interventions.

Identify one condition in which each of the following behaviors occurs: the patient shows he is anxious, depressed, elated, withdrawn, suspicious, antisocial, or deviant. Describe two nursing interventions for each behavior.

Describe the following treatments used for mental illness: play therapy, behavior therapy, family therapy, group therapy, milieu therapy, somatic therapies, assertiveness training, relaxation training, living skills, couple counseling, and crisis counseling.

Demonstrate describing behavior that indicates a change in each of the areas listed in Objective 25 for a particular patient and what, in your opinion, contributed to the change.

Describe the classifications of schizophrenia and affective psychosis and list four observed behaviors and two appropriate nursing interventions for each.

List six suicide precautions staff may take with a suicidal patient.

Identify three specific behaviors (overt and covert) indication suicidal intent and describe one appropriate nursing action to take if the behavior is present.

Describe one example of each of the following behaviors that you have identified as you participate within a peer group: encourage interaction, discourage interaction, get the task accomplished.

Given descriptions of patients in the hospital, underline the symptoms that would cause you to suspect an addiction to chemicals. (This includes drugs and alcohol.)

List three physical complications that occur to a patient with delirium tremens and the nursing actions that you could take to decrease or prevent each. Pneumonia, meningitis, cardiovascular collapse.

Identify two specific drugs from each of the following classifications; describe their use, side effects, contraindications, and nursing measures: antidepressants (tricuclic and MAO inhibitors), hallucinogenic, major tranquilizers, minor transquilizers, miscellaneous (to include lithium only).

Name and give examples of two defense mechanisms used by persons with a dependence on alcohol or drugs and write a response which a nurse or peer group member might make in order to help them gain insight. Rationalization, Denial projection.

List the objectives of one health agency in your community which deals with problems in each of the following areas: drug abuse, alcohol addiction, child abuse, wife beating, rape, suicide, runaways.

OBJECTIVES - 10 - B

Given a physician's order for an I.V., state the optimum rate of flow according to the following criteria: condition and age of the patient, surface of the body, and chemical composition of solution.

Differentiate between an I.V. infusion using a needle and one using a plastic catheter (angiocath/intracath) in relation to the following: methods of inserting, sites where leakage could occur, complications, indications for length of use, and methods of securing.

Check the policies at your hospital and then describe the legal responsibilities of nurses in the following areas: starting an I.V. infusion with a needle and/or plastic catheter, using an inlying catheter for venesection or cutdown, and administering drugs intravenously.

Demonstrate or role-play assisting a physician with the insertion of a scalp vein needle on an infant.

Demonstrate starting an I.V. infusion including site selection, venipuncture, securing the needle, regulating the rate of flow, and recording the appropriate data according to your hospital policy.

Given a request for a specified amount of I.V. fluid with medication, attaching the tubing, and clearing the tubing of air, within ten minutes using the criteria of asepsis and safety.

Demonstrate performing the following nursing functions according to your hospital policy: (a) changing an I.V. bottle, (b) changing the I.V. tubing and dressing, (c) adding a bottle "piggy back" or using "secondary tubing" and (d) using an automatic infusion pump.

Demonstrate or role-play with actual equipment starting a hypodermoclysis.

Compare the equipment and the nursing actions indicated when a patient receives a blood transfusion using any of the following: whole blood using a "Y" type administration set and saline, whole blood administered rapidly with a pump, packed cells.

List five complications that can occur during or following the administration of blood and state what your legal and professional responsibilities are for each of these..

OBJECTIVES

Given a list of drugs, state which classification each represents, one nursing implication of each, and how you would prepare it to give I.V. , including: heparin, Valium, Solu-Medrol, Levophed, dopamine, gentamicin, sodium bicarbonate, morphine.

State three biological factors that influence individual response to medication, three drug combinations that are contraindicated, and why.

Given a single-dose automated disposable syringe and vial of medication, demonstrate preparing the medication for use in 30 seconds.

Using the criteria of safety and asepsis, demonstrate administering I.V. medications via heparin lock, volume-controlled chamber (such as a Metriset or Burritrol), primary bottle, piggy back, and I.V. push.

Anticipate six problems that can occur with administration of parenteral hyperalimentation and give an appropriate nursing intervention for each.

Given a list of nursing actions, select those you would take to measure the patient's central venous pressure, and describe how you would change the dressing according to your hospital procedure.

Identify the high-risk population for sickle cell anemia, differentiate between sickle cell disease and sickle cell trait, and describe the current status of early detection and prevention programs.

Given a situation where a child is undergoing diagnostic tests for a serious illness, demonstrate orally or in writing three techniques of play therapy appropriate for the child's age, stage of growth, and develoment and condition.

State the purpose and one nursing responsibility during each of the following procedures for patients with blood dyscrasias: phlebotomy, capillary fragility test, gastric analysis, Diagnex Blue test, and Schilling's test.

Demonstrate inserting a nasogastric tube, taking specific steps to provide for the patient's comfort and checking the location by two different means.

Given a patient with hemophilia, describe how the disease is transmitted, list three things a nurse could teach the patient to reduce the risk of injury, and state the name of a national or community organization that can help the patient and family cope with the disease.

OBJECTIVES

Describe three problems common to patients with hemorrhagic disorders and list three nursing interventions for each.

Demonstrate giving Imferon intramuscularly, using the Z-track technique correctly.

Given a list of statements, select those that would be appropriate for a nurse to say to a patient with any anemia (pernicious, iron-deficiency, sickle cell, aplastic) when discussing the patient's condition and followup care, and state your rationale.

Describe how the results of the following diagnostic tests will change when a patient has cirrhosis of the liver: radioisotope liver scan, serum cholinesterase, alkaline phosphatase, and BSP.

Describe three symptoms that postoperative patients with unrecognized alcoholism could exhibit and state an appropriate nursing intervention for each symptom that would promote early recognition of the problem.

Given a patient with Laennec's cirrhosis to admit for paracentesis, demonstrate or role-play assisting the physician with paracentesis.

Differentiate between the nutritional needs of the alert cirrhotic patient without edema and ascites and the patient with cirrhosis and impending coma.

Given a patient in hepatic coma following hemorrhage from esophageal varices and with orders for any of the following medications and treatments, state the purpose of each of the orders for any of the following medications and treatments, state the purpose of each of the orders and one nursing action implied or required by each: central venous pressure, blood transfusion, suction mouth and nares. Sengstaken-Blakemore tube, gastric suction and irrigation p.r.n., inflate esophageal balloon with iced saline, neomycin, vitamin K, Pitressin, Benadry, cathartic, turn q 2 h and deep-breathe, serum albumin, daily BUN, 5% glucose with potassium, niacin, and hourly urines.

List three problems that you anticipate that a patient with a cirrhotic liver might have following a portocaval shunt, and one observation that the nurse can make to detect each.

OBJECTIVES - 11 C

Given a diagram of a heart, draw and label the pathway of an electrical impulse in the heart.

Given an EKG strip, determine the rate per minute that the heart is beating.

Given an EKG strip, identify the areas that would show each of the following activities taking place: ventricle contracting atria contracting, ventricles resting, and impulse passing through atria from S-A node to A-V node.

Given one or more EKG strips, state whether each of the following are present: P.V.C., ventricular tachycardia, ventricular fibrillation, atrial flutter, sinus bradycardia, and sinus tachcardia.

Given an illustration or description of the following items used in pacing, identify each and describe its purpose: transvenous catheter, amplitude control, rate control, battery, and rubber glove.

Describe the symptoms that a patient with a permanent pacemaker might exhibit if the pacemaker fails to work because of mechanical difficulties, and anticipate the treatment he would receive.

Given a list of actions, select those you would use to assist a physician to defibrillate a patient, utilizing principles of grounding the machine and safety measures for the staff.

Describe two written procedural guidelines and two written standing orders that have been prepared for those nurses giving intensive care to a patient who is being monitored, and indicate which gives legal protection to the nurse.

Given a taped or written description of a patient receiving resuscitation, list what must be included in the patient's chart for it to be a complete legal record of his treatment.

Compare the postoperative care of patients following insertion of a transthoracic pacemaker and insertion of a transvenous permanent pacemaker including activity, wound care, vital signs, and teaching for discharge.

Describe how pacing would help each of the following problems: A-V heart block, bradycardia, ventricular tachcardia, acute myocardial infarction, cardiac surgery, and Adams-Stokes syndrome.

Given a description or a real situation involving a patient and a peice of electrical equipment, describe where the excess and stray electrical current will flow and why.

Given the following list of fluid, electrolytes, and acid-base disturbances, explain the anticipated effects on the heart that may occur with each of these disturbances: fluid excess (hypervolemia), fluid deficit (hypovolemia), hypernatremia, hyponatremia, acidosis, hypocalcemia, hypercalcemia, hyperkalemia, hypokalemia, and deficit in plasma protein.

Demonstrate communicating with a patient who is complaining of chest pain to evaluate the pain, including: character, locale, direction of radiation intensity, duration, manner of onset and aggravating factors, comparison with past pain, effectiveness of treatment or medication, and contributing or coexisting influences (fatigue, anxiety).

List two signs that would make you suspect that a patient with an acute myocardial infarction was developing any three of the following complications, and state why each is likely to occur: pulmonary edema, cardiogenic shock, embolism, and death-producing arrhythmias.

Given a description of a patient with any one of the complications listed in Objective 15, list two actions the nurse would take immediately on recognition of the symptoms and anticipate what medical treatment the physician might prescribe.

Given the following list of drugs, state whether each is used primarily for treating rachcardia, bradycardia, acidosis, myocardial infarction, pulmonary edema, pulmonary embolism, angina, cardiogenic shock, or cardiac arrest: litocaine, quinidine, Pronestyl, Inderal, digitalis, atropine, Isuprel, Isordil, Dilantin, corticosteroids, sodium bicarbonate, epinephrine, calcium chloride, dopamine, Levophed, heparin, Coumadin, nitroglycerin, Nitro-Bid, nitroprusside, Lasix, aminophylline, morphine sulfate, Edecrin.

Compare CVP catheter, Swan-Ganz catheter, arterial pressure line, and aortic balloon pump, and list five special nursing observations and care for each.

Describe a patient with a myocardial infarction, including his present activities in the hospital and his normal preinfarction activities; list and sequence the activities that will allow him to gradually progress in terms of energy cost from his present state to resuming his normal but modified life pattern.

Identify anticipated problems and behavioral responses that commonly occur in the patient post myocardial infarction in relation to: prognosis, altered self-concept, altered life style, altered sexual activity, enforced limitations, environmental stressors of the CCU, and transfer out of the CCU.

Given a situation in which a patient demonstrates behaviors of dependency, anger, denial, or depression, state how you would support this patient.

Describe two subjects that should be included in a general education program for patients following an MI, and give an example of how a nurse could help teach them.

Given a list of actions, select those you would use to insert an airway into the mouth of an unconscious patient.

Given a list of actions, select those you wouls use to give a patient respiratory assistance using a bag-mask resuscitator so that the patient receives maximum respiratory assistance.

List the actions you would use to give a patient of a given age external heart massage and mouth-to-mouth resuscitation.

EXTRA ADDED OBJECTIVES

Demonstrate doing a physical assessment of the heart and lungs and state the knowledge and skills the nurse needs to do this.

Given a record of different heart sounds, identify which ones would be normal and which ones have rate and rhythm disturbances.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT
NURSING 211

Course title: Nursing XI
Credit hours: 3; contact hours :8 lab hours :12
(College lab :2, Clinical lab :10)

This course continues to utilize the nursing process in meeting the nursing needs of adults and children building upon concepts introduced in prior courses. The focus is on assessment and appropriate nursing interventions in relation to problems in the following areas:

(1) Complications of pregnancy; childbirth and the neonate
(2) Gynecological disorders
(3) Neuro - medical problems

Recognize early signs of post-partum hemorrhage and the client at great risk.

Recognize premature rupture of the membrane.

List the possible reason for the following conditions contributing to premature labor, and at least one nursing action that will improve the prognosis for mother and/or fetus.

(1) Poor maternal nutrition
(2) Multiple gestation
(3) Polyhydraminos
(4) Chronic hyper-tensive disease

Identify nursing observations, major danger and nursing action in relation to the following complications of labor.

(1) Hypertonic uterine contractions
(2) Precipitate labor
(3) Uterine inertia
(4) Prolapsed cord
(5) Traverse lie

List complications which may predispose a client to premature labor.

State why post-partum hemorrhage occur more frequently after a breech delivery than after a vertex delivery.

Identify the relation of blood clot formation to puerperal infection.

Name the possible pyschologic consequences of a complicated pregnancy and/or labor.

Identify the symptoms of placenta previa and how they differ from those of premature separation of the placenta.

Name the time when bleeding is most likely to occur with an ectopic pregnancy.

List the bleeding conditions in pregnancy that are accompanied by pain.

Know the seven types of abortions,

the methods used to induce abortions,

the most common complication of abortion,

and how and why abortions trigger grief reaction in a family.

Identify selected chronic diseases and their effects upon pregnancy and the infant.

Identify characteristics and nursing intervention of pre-eclampsia and eclampsia.

List nursing care needs and compare their differences for preterm, small for gestational age, large for gestational age, and post-term newborns.

Define nursing care needs of infants with congenital anomaly or complication.

Identify nursing care of women with selected gynecologic problems that are treated medically.

Name nursing care of women with selected gynecologic problems treated surgically including oncology.

Name sexually transmitted diseases and nursing care for each condition.

Identify selected neuro-medical problems and specific nursing care for each condition.

List medications, classification, normal dosage, toxic and side effects, and nursing implications for each selected neuro-medical problem.

Define the basic pathophysiological cause (if known) for each selected neuro-medical disorder.

Identify the components of the physical assessment and nursing history which will assist in care of selected neuro-medical patients.

TOPICAL OUTLINE
NUR:211

1. Pregnancy complicated by disease
2. Emergency "C" section
3. Abortion
4. Effects of selected chronic diseases upon pregnancy and the infant
5. Pre-eclampsia and eclampsia
6. Nursing care needs of pre-term, small for gestational age, and post-term newborns.
7. Nursing care needs of infants with a congenital anomaly or complication
8. Gynecological nursing to include:

    Medical
    Surgical
    Oncology
    Sexually transmitted diseases

9. Meuro-medical nursing

Methods of Instruction:

(1) Small group discussion
(2) Lecture
(3) Audio-visual aids
(4) L.E.G.S. guides for written work

Methods of Evaluation: (Student)

(1) Attendance
(2) Written work
(3) Class participation
(4) Achievement of 79% or better on the final written examination

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

NUR:212 NURSING XII
COURSE SYLLABUS

Prepared by: Rose Ann Lang, R.N., B.S.N., M.S.

NUR:212 NURSING XII 4 credits

Prerequisite: NUR:211 Nursing XI with a grade of "C" or better and 2.5 session and cumulative g.p.a.

This course continues to utilize the nursing process in meeting the nursing needs of adults and children building upon concepts introduced in prior courses.

Components of emergency care including burns and child abuse, neurological trauma, and health problems in community are discussed. Clinical experiences include emergency room, intensive care, and administration of medications for groups of patients.

NUR:212 Nursing XII, NUR:213 Nursing XIII, and NUR:214 can be completed in one semester. These courses may be taken in any sequence and each involve approximately one-third of the semester.

NUR:212 CLASS SCHEDULE

Monday	10-11:50	1:00-2:50
Tuesday	9-10:50	12-1:50
Wednesday	2:30-11:00 p.m.	
Thursday	2:30-11:00 p.m.	

REQUIRED TEXTBOOKS

Brunner, Lillian and Suddarth, Doris. Textbook of Medical Surgical Nursing, 4th ed. Philadelphia: J.B. Lippincott Co., 1980.

Marlow, Dorothy. Textbook of Pediatric Nursing, 5th ed. Philadelphia: W.B. Saunders, 1977.

Kozier, Barbara and Erb, Glendra. Fundamentals of Nursing, Menlo Park, CA.: Addison-Wesley Publishing Co., 1979.

Rodman, Morton and Smith, Dorothy. Clinical Pharmacology in Nursing, Philadelphia: J.B. Lippincott, 1979.

Ellis, Janice and Celia A. Hartley. Nursing in Todays World; Challenges. Issues, and Trends, Toronto: J.B. Lippincott Co., 1980

St. Louis Community College at Forest Park
Nursing Department

NUR:212 NURSING XII 140
COURSE OBJECTIVES

At the successful completion of NUR:212 NURSING XII the student should be able to:

1. Apply principles of medical and surgical asepsis in nursing situations involving neurological trauma, emergency care, community health problems and medication administration.
2. Evaluate skills used in communications with patients, families, and health personnel in emergency situations, with neurosurgical care, and with medication administration.
3. Evaluate the psychopathological components for all age groups of patients in emergency and neurosurgical settings including the administration of medications.
4. Evaluate the nutritional, fluid and electrolyte status of patients of all age groups in specified nursing situations.
5. Integrate knowledge of the use of pharmacological agents for emergency, neurosurgical and common medical conditions.
6. Intervene appropriately with skill and safety in crises situations occurring in various nursing situations.
7. Utilize principles of body mechanics and alignment in safely and skillfully moving and positioning patients with neurological trauma and in emergency situations.
8. Perform therapeutic measures with skill and safety in meeting the oxygenation needs of patients in various nursing situations.
9. Utilize the nursing process in implementing care for patients in an emergency, with neurological trauma, with community health problems, and in administration of medications.
10. Apply principles of safety in mobilization of patients in various nursing situations.
11. Implement nursing measures related to removal of metabolic by-products from the body.
12. Utilize knowledge of external and internal regulatory systems when delivering health care including institutional-legal constraints and neuro-hormonal influences.
13. Integrate learning from different sources in evaluating self in the transition from student to graduate role.
14. Investigate community agencies available to meet health needs of various age groups.

The theoretical portion of NUR:212 Nursing XII includes Learning Experience Guides XIIB, XIIIA, and XIVA. Emphasis is on the care of clients with cranio-cerebral and spinal trauma in XIIB. Establishment of priorities in traumatic situations is considered in XIIIA with emphasis on care of clients with burns and shock. In XIVA, solutions to community health related problems not frequently found in the acute care center are reconsidered. The specific objectives for each discussion are stated in the fourth volume of the Learning Experience Guides for Nursing Students.

The teaching approach to the theoretical portion of NUR:212 Nursing XII is primarily group discussion. Students are expected to have reviewed the specific objections, completed the assigned readings, and worked through the in-betweens in the LEGS book prior to attending the discussion.

NUR:212 NURSING XII CONTENT OUTLINE

I. ORIENTATION TO NURSING XII

II. NEUROLOGICAL TRAUMA (12B)

   A. Neuro-dynamics - Didactic
   B. Care of Comatose Patient
   C. Care of Meningitis Patient
   D. Reduction of Cerebral Edema
   E. Reduction of Cerebral Metabolism
   F. Pre- and Post-Craniotomy Care
   G. Spinal Cord Injury
   H. Stabilization of SCI
   I. Rehabilitation of SCI

III. EMERGENCY CARE

   A. Emergency Priorities and Care
   B. Care in Respiratory Obstruction
   C. Nursing Implications of Shock
   D. Prevention of Accidents
   E. Child Abuse - Video
   F. Abuse: Child, Spouse, Rape
   G. Emergency Burn Care
   H. Care of Acute Burn Patient
   I. Intermediate Burn Care - Video

IV. COMMUNITY HEALTH PROBLEMS

   A. Health Care in Community
   B. Community Agencies
   C. Cultural Differences
   D. Community Health Problems

The clinical experience in NUR:212 Nursing XII include care of clients of all age groups in an emergency room setting; care of adults in a neurosurgical intensive care setting and administration of medications to groups of adult patients in a medical or surgical setting. This five week experience involves two evening clinical sessions each week for six to eight hours in a city hospital.

The clinical objective book has been compiled by extracting clinical objectives from the Learning Experience Guides (XIIB, XIIIA, XIVA) and by identifying learning objectives releated to the client population in the clinical settings.

The clinical objectives for these experience have been dilineated into three separate components for clarity and convenience. Each clinical component must be achieved at a satisfactory level in all three of the learning packets in order to achieve a satisfactory level of clinical performance in Nursing XII. A satisfactory level of clinical performance is required along with the achievement of the required 79% in the theoretical portion of this course.

3/82 R.A.L., P.D., M.M./JW
Revised 1/83 R.A.L.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT
ROSE ANN LANG, FACULTY

NUR 212 NURSING XII
WHAT'S AVAILABLE - 12B
REVISED SPRING, 1983

NUR 212 NURSING XII Course Day-To-Day Schedule refers to dates, times, place, objectives and discussion topics. Handouts include discussion guidelines. Refer to LEGS Volume IV, 3rd edition for specific theory objectives. Refer to NUR 212 NURSING XII Clinical Objective Book for clinical laboratory information and requirements.

AUDIOTUTORIAL (On Reserve in Library for 12B)
Audiotapes: None
Slides: Microfiche #10 P1 P10 Emergency
#10 N1-N31 Brrs, Burrs, Beanies
#11 & 12 Q20-29 Something Special
Filmstrips: FS 610.736 Care of the Patient with Acute Head Injury
C 271 H 1970
FS 610.73 Hypothermia
H 998 1968

Videotape: Um-120-60 Neurological Assessment Part 1
Um-1203-60 Neurological Assessment Part 2

TEXTBOOKS:
Brunner And Suddrath, 4th edition: pp: 201-3,914-5,1166-80, 1184-97, 1206-11, 1224-30, 1246-63, 1362, 1386-87
Marlow, 5th edition: pp. 654, 660-1, 789-94.
Kozier And Erb: pp: 240-2, 392, 504-67.
Rodman for specific drugs.

ARTICLES:

Obj 1-4 Mitchell, Pamela and Mauss, Nancy. Intracranial Pressure: Fact & Fancy. NURSING 76, June, 1976, pp. 53-57.

Young, Shelly. Understanding the Signs of Intracranial Pressure, NURSING 81., 1981, pp.

Obj 5 Haughey, Cynthia. C T Scans, NURSING 81, Dec., 1981, pp. 72-77.

Obj 6-7 Stephens, Gwen J. and Parsons, Mickey C., A Delicate Balance: Managing Chronic Airway Obstruction in a Neurosurgical Patient, AJN, Sept., 1975, pp. 1492-1497.

Obj 8-9 Davis-Sharts, Jean. Mechanisms and Manifestations of Fever, AJN. Nov, 1978, pp. 1874-1877.

Devney, A. and Kingsbury, B. Hypothermia in Fact and Fantasy AJN, Aug., 1972. pp. 1424-1425.

Obj 11-14 Maus-Clum, Nancy. Bringing The Unconscious Patient Back Safely, NURSING 82, Aug. 1982- pp. 34-42.

Johnson, Marion and Quinn, Judith. The Subarachnoid Screw AJN Mar., 1977. pp. 448-450.

Obj 15 Larrabee, June. The Person with Spinal Cord Injury, Physical Care During Early Recovery, AJN, Aug, 1977, pp. 1320-1329

Obj 16-17 Buchanan, Lorraine. Emergency! First Aid for Spinal Cord Injury. NURSING 82, Aug 82, pp. 68-75

Gordon, Janette Circulolectric Beds, NURSING 77, Feb. 1977, pp 42-47.

Rutecki, Barbara and Seligson, David, Caring for the Patient in a Halo Apparatus, NURSING 80, Oct., 1980. pp 73-77.

Ford, Jack and Duckworth, Bridget. Moving A Dependent Patient Safely, Comfortably: Part 2 - Transferring, NURSING 76, Feb. 1976. pp. 58-65.

Lazure, Linda, Autonomic Dysreflexia, NURSING 80, Sept. 1980, pp. 52-53.

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NURSING DEPARTMENT
ROSE ANN LANG, FACULTY

NUR:212 NURSING XII
WHAT'S AVAILABLE - 13A
REVISED SPRING, 1983

Audiotutorial (On Reserve in Library for 13A):

Audiotapes: Introduction to Shock by R.A.Lang
Slides: Microfiche #11 P1-52 Emergency Injury
#11 and #12 Q1-29 Burn Care
Filmstrips: F.S. 610.73 B963 1,2,3, and 4 Burn Care
Videotape:
Films: Nursing Care of Burn Patient - Acute Phase
Nursing Care of Burn Patient - Intermediate Phase
(Films will be scheduled)

Textbooks

Brunner and Suddrath, 4th edition. pp. 1084-99, 1410-28, 1430-1, 1440-1
Marlow, 5th edition. pp. 356-66, 481-4, 517-21, 551-64, 631-2, 732-3, 836.
Pasquali, pp. 89, 407-409, 446-447, 476-468.
Kozier and Erb, pp. 480-492.

Articles

Obj 1-4 Molyneux, Marilee, The ABC's of Multiple Trauma, NURSING 77, October, 1977, pp.30-36
Boericke, Peter, et al. Emergency! NURSING 75, March, 1975, pp. 40-46

Obj 7-9 Wiley, Loy. Staying Ahead of Shock, NURSING 74, April, 1974, pp. 19-27.
Tharp, Gerald. Shock: The Overal Mechanisms, AJN, December, 1974, pp. 2208-2211.

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NUR 212 NURSING XII
WHAT'S AVAILABLE - 14A
REVISED SPRING, 1983

NUR 212 NURSING XII Course Day-To-Day schedule refers to dates, times, place, objectives and discussion topics. Refer to LEGS volume IV, 3rd edition for specific theory objectives. Refer to NUR 212 NURSING XII Clinical Objective Book for clinical laboratory information and requirements.

AUDIOTUTORIAL (On Reserve in Library for 14A):
Audiotapes: None
Slides: Microfiche #12 Q30-Q46 "Cosmetic Surgery"
Filmstrips: None

TEXTBOOKS:
Brunner and Suddrath, 4th edition. pp. 1375-1381
Kozier and Erb, pp. 26-34, 37-40, 140,151, 60C,783-786
Marlow, 5th edition pp. 767-775

ARTICLES

Obj 1-2 4-5	Curtin, Leah. "Is There A Right To Health Care, " AJN. Mar., 1980, pp. 462-465.
Obj 6	James, Sybil, When Your Patient Is Black West Indian, AJN, Nov. 1978, pp. 1908-1909.
	Primeaux, Martha. Caring for the American Indian Patient, AJN, Jan, 1977 pp. 91-94.
	DeGracia, Rosario. Cultural Influences on Filipino Patients. AJN, August, 1979, pp. 1412-1414.
	LaFargue, Jane. A Survival Strategy: Kinship Network, AJN, Sept, 1980. pp 1636-1640.

St. Louis Community College at Forest Park
Nursing Department

Fourth Semester
Name ______________________

NUR:212 Nursing XII
NUR:213 Nursing XIII
NUR:214 Nursing XIV

EVALUATION PROCEDURES:

Conferences - Individual and Group
Pre - and Post - Conferences
College Laboratory Practice
Clinical Laboratory Practice
Leadership in Discussion
written and/or oral reports
Clinical/theory quizzes
Comprehensive Course (Level) Examinations

COURSE REQUIREMENTS:

1. ATTENDANCE. Attendance includes lectures, discussions, clinical practice & conferences and appts. with instructors. Three tardy's during any course will be considered as one absence in the course in which the tardiness occured. Absences which exceed sixteen hours in clinical or theory or any combination thereof is considered excessive and may result in a failing grade.

2. COLLEGE LABORATORY. Each student must satisfactorily demonstrate the nursing skills designated in the Orientation to the Semester. The college laboratory is available for students enrolled in these courses.
Students may sign up for use of the College Laboratory during the posted open laboratory times. Satisfactory demonstration of nursing skills designated in each course and listed in your Objectibe Book are required to pass this course in addition to satisfactorily testing out on designated nursing skills from prior courses.

3. CLINICAL PRACTICE. All students must have a physical examination report and a report of either a negative PPD or a chest X-ray in the nursing office before going into the clinical area. Students are expected to meet the stated clinical objectives. If a student is considered unsafe or is unprepared for the clinical experience, he/she will be removed from the clinical area. Students who are asked to leave the clinical area because of unsafe practice or for unpreparedness to practice will be counted as absent. Any student who is absent from a clinical area more than one time during a clinical rotation may be considered "Unsatisfactory." A grade of at least "Satisfactory" must be achieved in each clinical area in order to pass the concurrent theoretical course.

4. REPORTING. If a student finds that he/she will be late or absent in the clinical area, he/she must phone the designated office at the clinical agency to which he/she is assigned and ask that the message be given to the instructor. When in the group leader role, you must notify instructor if you anticipate being tardy or absent. If a student finds that he/she will be late or absent from an examination, the student must notify the instructor prior to the time the examination is scheduled.

5. PROGRESSION. THE STUDENT POLICIES FOR NSG CURRICULUM dated August, 1982, which were distributed in nursing courses August 1982 are in effect for these courses. A copy of these policies is posted in the nursing laboratory, or a copy may be obtained from the Nursing Department office. Pending the notification of grades from the taking of a Level test, students may begin the next level. In the event that a student should fail to achieve the required 79% on a course test or receives an "Unsatisfactory" in clinical, then the student must retake both the theoretical and clinical portion of the course (Level) in which the requirement was not achieved. Time for retake is contingent upon space available. Any student who receives a "PR" grade at the end of this semester will have to re-enroll in order to complete the course.

6. **WRITTEN ASSIGNMENTS** must be turned in by the designated date. Late assignments will result in one percentage point being taken off from the course grade for each day up to five days any given assignment's late. Failure to complete required work satisfactorily by a scheduled final examination date will result in an "Incomplete" in a given course.

7. **TESTING.** Comprehensive examinations will be given at the completion of each course (Level). An 79% must be achieved on each of these examinations in order to proceed to the next course. Make-up examinations are at the discretion of the insturctor for unavoidable delays or absences if the student has notified the instructor prior to the absence. Time for make-up examinations will be arranged on an individual basis at the convenience of the instructor.

   Cheating on an examination will result in a "Zero" for that examination. Tests and examinations are the property of the Nursing Department and will not be returned permanently to the student. No information may be copied from any test or examination during the examination period or in subsequent review periods. The student will have the opportunity to review the test after grading has been completed at a time or times designated by the nursing faculty.

8. **GRADING.** The final grade for each course will be the theory grade less any points off for late assignments. A grade of 79% or better on each examination and a satisfactory in the assigned clinical area (s) is required to pass each of these courses.

NAME ______________________________

DATE ______________________________

I have been given a copy of the Nursing Department LEGS Curriculum Policies, revised August 1982 I agree to abide by said policies.

NAME ______________________________

DATE ______________________________

Adopted	12/76	RAL, PM: ft
Revised	6/77	RAL, PH: ral
Revised	12/77	RAL, PH: NW:ft
Revised	5/78	RAL, PH: NW:ft
Revised	12/78	RAL, CV:ft
Revised	7/79	RAL, CV:ft
Revised	1/80	RAL, CV:ft
Revised	8/80	RAL:ft
Revised	8/82	RAL, PMD, MM:mg

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT
NURSING 71.212, NURSING XII
CLINICAL OBJECTIVE BOOK

NAME

DATES OF EXPERIENCES

This Clinical Objective Book has been compiled by extracting clinical objectives from the Learning Experience Guides and by identifying learning objectives related to the client population in the specific clinical setting. These are grouped into three learning packets. In order to achieve a satisfactory in the clinical component of Nursing XII, you must achieve a satisfactory in all three of the learning packets.

1. Emergency Room Care
2. Intensive Care
3. Care of the Adult with Medication Administration

At the beginning of this clinical experience, the student should, based on objectives from prior nursing courses, be able to:

1. Utilize the nursing process in making decisions related to nursing care:
    a. Collect data base.
    b. Identify patient problems and needs.
    c. Develop a plan of nursing care.
    d. Implement the care plan according to priority of needs.
    e. Document and evaluate nursing care.
    f. Modify the plan of care.
2. Provide nursing care based on principles from physical, behavioral, and social sciences including growth and development.
3. Recognize situations in which health teaching is needed and adapt teaching to the patient's level of knowledge.
4. Perform nursing techniques safely.
5. Utilize therapeutic communication skills when interacting with patients and families.
6. Utilize organizational principles to efficiently plan and implement nursing care.
7. Practice within the nursing profession's educational, legal, and organizational framework.
8. Conform to the nursing department's uniform code.
9. Meet the clinical objectives specified in each of the prior clinical learning experiences.

The student is responsible for maintaining an ongoing documentation of the clinical learning activities. Documentation must include specific examples (including date, room, client initials, interventions or descriptions) and a statement regarding the degree of competency achieved (including positive effects, need for guidance, problems encountered, and acknowledgement of errors).

The up-dated clinical objective book is to be turned in to the instructor on each Monday morning at the beginning of the first scheduled session.

Instructors may make comments or sign all objectives you have met.

Objectives which are required are indicated by an asterik (*) to the left of the statement. If any required objective is not met, the student will not achieve a satisfactory for that clinical experience.

Other objectives, if available, must be met at a satisfactory level.

The student will be evaluated on the basis of achievement of the clinical objectives, clinical quizzes, performance of technics, and written work as indicated in the clinical objective book. A student must be present in the clinical area in order to be evaluated.

A SATISFACTORY must be achieved in each clinical component in order to pass the course in which you are concurrently enrolled, that is, Nursing 71.212, Nursing XII.

Satisfactory behavior is defined as: 1. Behaviors which meet all the stated required objectives; 2. Behaviors which meet objectives, if available; 3. Administration of safe patient care; 4. Behavior in which errors may have been made but have been recognized and corrected.

An unsatisfactory behavior is defined as: 1. Failure to meet stated required objectives for each experience; 2. Failure to meet stated objectives which are available; 3. An act which jeopardizes patient safety; 4. Behavior in which errors are made but not recognized and corrected or reported.

Satisfactory or unsatisfactory clinical performance is determined by the criteria specified in each clinical objective in this Clinical Objective Book. Clinical performance is considered satisfactory if the student achieves the stated clinical objectives with no more than three unsatisfactory behaviors during the clinical experience.

Revised: 12/77, R.A.L., P.H., N.W.
5/78, P.H., N.W., R.A.L.
12/78, R.A.L., C.V.
8/79, R.A.L., C.V.
6/80, R.A.L., C.V.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

NUR:212 NURSING XII

The theoretical portion of NURS 71.212 Nursing XII includes Learning Experience Guides XIIB, XIIIA, and XIVA. Emphasis is on the care of clients with cranio-cerebral and spinal trauma in XIIB. Establishment of priorities in traumatic situations is considered in XIIIA with emphasis on care of clients with burns and shock. In XIVA, solutions to community health related problems not frequently found in an acute care center are re-considered. The specific objectives are stated in the fourth volume of the Learning Experience Guides for Nursing Students.

The clinical experiences in NURS 71.212 Nursing XII include care of clients of all age groups in an emergency room setting. Care of an adult in a neuro-surgical intensive care setting and administration of medications to groups of adult patients in a medical or surgical setting. This five week experience involves two evening clinical sessions each week for six to eight hours in a city hospital.

The clinical objective book has been compiled by extracting clinical objectives from the Learning Experience Guides (XIIB, XIIIA, XIVA) and by identifying learning objectives related to the client population in the clinical settings.

The clinical objectives for these experiences have been identified in three separate components for clarity and convenience. Each clinical component must be achieved at a satisfactory level in all three of the learning packets in order to achieve a satisfactory level of clinical performance in NURS 71.212 Nursing XII. A satisfactory level of clinical performance is required along with the achievement of the 85% in the theoretical portion of this course.

At the completion of the clinical components in Nursing 71.212, Nursing XII, the student should be able to:

1. Apply principles of medical and surgical asepsis in administration of medications, emergency and acute neurosurgical nursing situations.

2. Evaluate skills used in communications with patients, families, and health personnel.

3. Evaluate the psychopathological components for all age groups including growth and development when implementing care.

4. Assess the nutritional status of patients of all age groups including fluid and electrolyte balance.

5. Utilize knowledge of the use of pharmacological agents for common conditions found in various age groups.

6. Intervene effectively in crisis situations.

7. Utilize principles of body mechanics and alignment in moving and positioning patients.

8. Perform therapeutic measures related to oxygenation needs of patients.

9. Utilize the nursing process in implementing care.

10. Apply principles of safety in mobilization of patients.

11. Implement nursing measures related to removal of metabolic by-products from the body.

12. Apply knowledge of maternal-child nursing when discussing congenital and perinatal anomalies.

13. Utilize knowledge of external and internal regulatory systems in the delivery of health care.

14. Integrate learning from different sources in evaluating self in the transition from student to graduate role.

15. Investigate community agencies available to meet health needs of age groups.

This clinical experience component of NURSING 71.212, Nursing XII involves the safe administration of medications to a selected group of fifteen to twenty adult patients on a medical or surgical unit during two evening shifts for a period of two or three weeks.

At the beginning of this experience the student should, based on objectives from prior nursing courses, be able to:

1. State use/action, dosage, route, side effects and nursing implications of common drugs in the following classifications:
    1. sedative-hypnotics
    2. anti-anxiety agents
    3. tranquilizers
    4. CNS stimulants
    5. anticonvulsants
    6. skeletal muscle relaxants
    7. anti-parkinsonism agents
    8. analgesics
    9. cholinergics and anticholinergics
    10. adrenergic and ganglionic blockers
    11. diuretics
    12. antihypertensives
    13. cardiac glycosides
    14. anti-arrhythmics
    15. anti-anginals
    16. vasodilators
    17. anticoagulants
    18. vitamins
    19. insulin/hypoglycemics
    20. antibiotics
    21. antieoplastics
    22. antipyretics
    23. uricosurics
    24. antihistamines
    25. bronchial dilators
    26. blood and its components
    27. diagnostic drugs
2. Check, systematically, the accuracy of a medication order.
3. Calculate correct dosages of various forms of medications, including topical, oral, intramuscular, subcutaneous and intravenous forms of medications.

4. Select appropriate equipment for the administration of medication.

5. Prepare accurate dosage of the correct medication maintaining asepsis.

6. Perform appropriate nursing measures prior to administration of medications.

7. Administer medications utilizing the correct technique including:

   1. oral preparations
   2. intramuscular and subcutaneous injections
   3. intravenous piggy back medications
   4. regulation of intravenous fluids and medications
   5. sprays, topicals, suppository, and drop form of medications

8. Observe for effectiveness and side effects of medications.

9. Record medications, fluids, and effects on appropriate forms.

NURSING 212 NURSING XII

CLINICAL LEARNING COMPONENT

CARE OF THE ADULT WITH MEDICATION ADMINISTRATION
ST. LOUIS CITY HOSPITAL
1515 LAFAYETTE
231-3700

To achieve a SATISFACTORY in this learning component, given an assignment of fifteen to twenty patients, the student MUST be able to:

OBJECTIVE	STUDENT DOCUMENTATION
*Apply the policies and procedures for the administration of medications as stated in the policy and procedure books of the clinical agency	
*Collect all information pertinent to the administration of medications including patient identification, diagnosis, medication, dosage, route of administration and time for each assigned client.	
*Develop a time plan which includes administration of all medications within thirty minutes of the designated hour for each evening shift.	
*Completes a summary medication sheet for each assigned client according to the stated guidelines and similar to the example distributed. Bring completed summary medication sheets to each clinical experience. Update as changes occur.	
*States, without prompting, the actions, nursing implications and side effects of each medication to be given.	
*Changes plan for the administration of medications based on information received at the beginning of shift report.	

OBJECTIVE	STUDENT DOCUMENTATION
*Checks, with 100% accuracy, and organizes all medications to be given in a logical sequence considering accuracy of the order, time, dosage and route. a. selects all medication tickets for assigned patients. b. sorts all medication tickets by patient name. c. places all medication tickets in numerical order. d. checks list of drugs in Kardex against tickets. e. checks tickets for expiration date. f. reports inconsistencies to charge nurse/instructor. g. sorts all tickets by time to be given.	
*Calculate, with 100% accuracy, dosages of all medications to be administered.	
*Select appropriate equipment for the administration of each medications to be given.	
*Prepare, with 100% accuracy, the dosage of the correct medication to be given maintaining asepsis. (The instructer MUST check all medications prior to administration. Leave ampule/vial with syringe, medication bottle, and math with any medication which required calculation of dosage until checked. Insulin, heparin, and digitalis preparations must be double checked.)	

OBJECTIVE	STUDENT DOCUMENTATION
*Selects appropriate storage locations for all medications to be administered.	
*Identifies, with 100% accuracy, the identity of the patient prior to the administration of medication.	
*Performs all appropriate nursing measures prior to the administration of any medication including, but not limited to, checking allergies, apical pulse, blood pressure, patency of naso-gastric tube or intravenous line, and such.	
*Administer medications, with 100% accuracy, utilizing the correct technique including a. oral preparations. b. intramuscular and subcutaneous injections. c. intravenous piggy back medications d. regulation of intravenous fluids and medications. e. sprays, topicals, suppository, and drop forms of medications.	
*Observe each client for effectiveness and side effects of each medication given and report adverse reactions to charge nurse/instructor.	
*Records, accurately and legibly, all medications, fluids and effects of or adverse reactions to medications on the appropriate agency forms.	

OBJECTIVE	STUDENT DOCUMENTATION
*Dispose of all equipment appropriately and reorder medications if necessary.	
*Leave a clean, orderly restocked medication area.	
*With supervision, counts narcotics with oncoming registered nurse ensuring 100% accuracy.	
*Reports to charge nurse and instructor prior to leaving the nursing unit.	
*Conforms to established standards of personal and professional accountability.	

CLINICAL LEARNING COMPONENT: INTENSIVE CARE
St. Louis City Hospital
1515 Lafayette
231-3700

To achieve a Satisfactory in this experience given an assignment of one patient in an intensive care setting, the student must be able to:

OBJECTIVE	STUDENT DOCUMENTATION
*Provide nursing care according to the objectives stated on the face sheet of the Clinical Objective Book.	
*Submit a completed designated clinical paper to instructor at the beginning of the emergency room-intensive care experience.	
*Utilize the nursing process in making decisions when caring for one client in an intensive care setting for two evenings.	
*Assist with or observe two neurological diagnostic procedures.	
*Complete a cranio-cerebral test on a client and record observations. Verbally relate the significance of these observations to the instructor.	
*Identify the differences in levels of consciousness between two patients in an Intensive Care Unit.	
*Utilize the nursing process in making decision when caring for a client who has undergone a neurosurgical procedure.	
*Utilize the nursing process in making decisions when caring for a client with head injuries.	
*Utilizing the guidelines for safety set forth in the medication administration component, give medications including the regulation of fluids for a critically ill patient.	
*Conforms to established standards of personal and professional accountability.	

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

212 NURSING XII

CLINICAL COMPONENT - CITY HOSPITAL INTENSIVE CARE UNIT + EMERGENCY ROOM

READINGS ON RESERVE

Printed sheet . . . . CHART OF VENEREAL DISEASES

Printed sheet . . . . Nursing III C ANTIGEN-ANTIBODY DEFINITIONS HANDOUT

Printed copy . . . ."List of Sites for Venipuncture"

Newton, David and Newton, Marian. Route, Site and Technique: Three Key Decisions in giving Parenteral Medications, NURSING 79, July, 1979, pp. 18-25.

Wahl, Sharon. Only a Concussion, NURSING 76, August, 1976, pp. 44-45.

Murray, Joy and Smallwood, Janet. CVP Monitoring . . . Sidestepping Potential Perils, NURSING 77, January, 1977, pp. 42-56.

CLINICAL LEARNING COMPONENT: EMERGENCY ROOM CARE
St. Louis City Hospital
1515 Lafayette
231-3700

To achieve a Satisfactory in this experience given an assignment in an Emergency Room, the student must be able to:

OBJECTIVE	STUDENT DOCUMENTATION
*Provide nursing care according to the objectives stated on the face sheet of the Clinical Objective Book for two evenings in an emergency setting.	
*State accurately verbally or in writing classifications, actions, and dosages of commonly used emergency drugs.	
*Locate equipment and drugs in the Emergency Room which would be used in caring for a client with: 1. laceration/bleeding 2. cardio-respiratory arrest 3. shock 4. burns 5. fractures 6. cranio-spinal trauma	
*Utilize the nursing process in making decisions related to emergency care of a client in respiratory distress (includes obstruction, asthma, atelectasis, chest, trauma, etc.)	
*Utilize the nursing process in making decision related to emergency care of a client for signs of shock, bleeding, and/or cardiac failure.	
*Assess a patient who is complaining of chest pain and evaluate the pain. (including: character, locale, direction of radiation, intensity, duration, manner of onset, aggrevating factors, comparison with past pain, effectiveness of treatment or medication and influences).	
*Utilize the nursing process in making decisions related to emergency care of a client with cerebral cranio-trauma.	
*Given two or more patients in an emergency room, establish priorities for care.	
*Set up and assist a physician with a diagnostic procedure (vaginal, lumbar puncture, blood gases, etc.). Set up a sterile suture tray and assist a physician in the procedure.	
Identify need for and assist in obtaining a LEAD II EKG.	

EMERGENCY ROOM CARE continued

OBJECTIVE	STUDENT DOCUMENTATION
*Utilize the nursing process in making decisions related to emergency care of a child injured from an accident or an abuse.	
*Utilizing the guidelines for safety set forth in the medication administration component, give medications as ordered to clients.	
*Conforms to established standards of personal and professional accountability.	

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT
4TH SEMESTER
- NURSING XII

STUDENT'S NAME ____________

DATES OF ROTATION ____________

FINAL CLINICAL EVALUATION SHEET FOR THE EMERGENCY ROOM-INTENSIVE CARE - MEDICATION EXPERIENCE AT CITY HOSPITAL

I. Identify a minimum of FOUR strengths and a minimum of two weaknesses related to self as a care giver in an acute medical-surgical setting:

INSTRUCTOR'S COMMENTS AND SIGNATURE

II. A. The student provided safe nursing care based upon objectives in prior nursing levels while in the emergency room and intensive care unit.

B. The student utilized the nursing process in solving problems related to nursing of patients while in the emergency room and intensive care unit.

C. The student met the required clinical objectives which were available in the emergency room and intensive care unit within the minimal level of expectation.

III. A. The student accurately and safely administered medications to about twenty adult patients on two evening shifts for a period of two weeks.

B. The student utilized appropriate nursing measures when administering medications to the assigned patients.

C. The student met the required clinical objectives which were available in a safe manner.

IV. Additional comments by student or instructor:

Dates of absences, if any ______________________________

When the above objectives are signed by the clinical instructor, this indicates that the student has achieved the objective at least at a minimally satisfactory level. All objectives must be signed in order to achieve a grade of satisfactory in the clinical area and to pass each course.
The above student has satisfactorily achieved each of the above clinical objectives based upon evidence indicated in the clinical objective book which was signed by the instructor in each area.

____
Student's Signature and Date

____
Instructor's Signature and Date

____
Instructor's Signature and Date

1/80 Revised RAL/CV:ft
10/80 Revised RAL:ral

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT
NUR:213 NURSING XIII
COURSE SYLLABUS

Prepared by: Mardi Manary, R.N., B.S.N.
Rose Ann Lang, R.N., B.S.N., M.S.
Patricia Dotson, R.N., B.S.N.

NUR:213 NURSING XIII 4 CREDITS

Prerequisite: NUR:211 Nursing XI with a grade of "C" or better and 2.5 session and cumulative g.p.a.

This course continues to utilize the nursing process in meeting the nursing needs of adults and children building upon concepts introduced in prior courses.

Components of acute care of children, transition to the graduate nurse role, delivery of nursing care, and factors related to delivery of health care are discussed. Clinical experiences include the care of acutely ill child.

NUR:212 Nursing XII, NUR:213 Nursing XIII, and NUR:214 Nursing XIV can be completed in one semester. These courses may be taken in any sequence and each involve approximately one-third of the semester.

NUR:213 CLASS SCHEDULE

Monday	10:00-11:50	1:00-2:50
Tuesday	9:00-10:50	12:00-1:50
Thursday	7:00-3:30	
Friday	7:00-3:30	

REQUIRED TEXTBOOKS

Brunner, Lillian and Suddarth, Doris. Textbook of Medical Surgical Nursing, 4th ed. Philadelphia: J.B. Lippincott Co., 1980.

Marlow, Dorothy. Textbook of Pediatric Nursing, 5th ed. Philadelphia: W.B. Saunders, 1977.

Kozier, Barbara and Erb, Glendra. Fundamentals of Nursing, Menlo Park, CA.: Addison-Wesley Publishing Co., 1979.

Rodman, Morton and Smith, Dorothy. Clinical Pharmacology in Nursing, Philadelphia: J.B. Lippincott, 1981.

Ellis, Janice and Celia A. Hartley. Nursing in Todays World; Challenges.

Issues, and Trends, Toronto: J.B. Lippincott Co., 1980

The theoretical portion of NUR:213, Nursing XIII includes Learning Experience Guides XIIA, XIIIB and XIVB. Emphasis is on care of pediatric patients with congenital and aquired (respiratory, gastrointestinal, infectious diseases) and care of the hospitalized and dying child in XIIIB. Transition to the graduate nurse role; and legal-ethical considerations of nursing practice are considered in XIIA. In XIVB, the evolution of the nursing practice and nursing responsibilities in cost and quality control are discussed. The specific objectives for each discussion are stated in the fourth volume of the Learning Experience Guides for Nursing Students.

The teaching approach to the theoretical portion of NUR:213 Nursing XIII is primarily group discussion. Students are expected to have reviewed the specific objections, completed the assigned readings, and worked through the in-betweens in the LEGS book prior to attending the discussion.

I. Orientation Nursing XIII

II. Pediatric Illness (13B)

  A. Physiology, anatomy of the infant, child
  B. Hospitalization and play therapy - video
  C. Death, dying and the child
  D. Respiratory illness and treatment
  E. Cardiopulmonary arrest in infants and children
  F. Congenital gastrointestinal conditions
  G. Acquired and infectious gastrointestinal conditions
  H. Congenital anomalies of the spinal tract
  I. Poisonings in children

III. Transition to Graduate Nurse Role (12A)

  A. Communication with staff, physicians
  B. Shift report
  C. Leadership in nursing
  D. Applying for a job
  E. Transcribing doctor's orders
  F. Expectations of a new graduate - video
  G. Legal considerations in nursing
  H. Ethical considerations in nursing - video

IV. Evolution in Nursing Practice (14B)
  A. Evolution of nursing role
  B. Expanded roles in nursing
  C. Cost and quality of care
  D. Professional organizations
  E. State Board of Nursing

St. Louis Community College at Forest Park
Nursing Department

NUR:213 NURSING XIII
COURSE OBJECTIVES

At the successful completion of NUR:213 NURSING XIII the student should be able to:

1. Apply principles of medical and surgical asepsis in nursing situations involving cardiopulmonary, neurological, gastrointestinal conditions and the emergency situations of poisonings and cardio-respiratory arrest.
2. Evaluate skills used in communications with patients, families and health personnel in emergency situations.
3. Evaluate the psychopathological components for all age groups in pediatric acute hospitalization.
4. Evaluate the nutritional, fluid and electrolyte status of patients of all ages in specified nursing situations.
5. Integrate knowledge of the use of pharmacological agents and common medical conditions.
6. Intervene appropriately with skill and safety in crises situations occurring in various nursing situations.
7. Utilize principles of body mechanics and alignment in safely and skillfully moving and positioning patients with cardiopulmonary, gastrointestinal and neurological conditions.
8. Perform therapeutic measures with skill and safety in meeting the oxygenation needs of patients in various nursing situations.
9. Utilize the nursing process in implementing care for patients.
10. Apply principles of safety in mobilization of patients in various nursing situations.
11. Implement nursing measures related to removal of metabolic by-products from the body.
12. Utilize knowledge of external and internal regulatory systems when delivering health care including institutional-legal constraints.
13. Integrate learning from different sources in evaluating self in the transition from student to graduate role.
14. Investigate community agencies available to meet health needs of various age groups.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT
REQUIRED READING
Level 13B

Obj. 1 Anatomical Differences in Children and Adults

Marlow pp. 61-64
Marlow pp. 136-152

Obj. 2 Reactions of Children to ICU and Appropriate Nursing
Obj. 3 Interventions

Marlow pp. 75-76
LEGS pp. 405-407
Handout Packet pp. 1-17

Obj. 4 Play Therapy

Marlow pp. 79-82
Marlow pp. 647-648

Obj. 5-7 Death and Dying

No Assigned Readings

Obj. 8 Respiratory Distress Syndrome

Marlow pp. 203-205
Article: Garvey, Judith. "Infant Respiratory Distress Syndrome," AJN, April 1975, pp. 614-617.

Obj. 9 Postural Drainage

Handout: 18-25

Obj. 10 Cystic Fibrosis

Marlow pp. 444-452

Obj. 11 CPR in Children

Handout pp. 26-29

Obj. 12 Pyloric Stenosis

Marlow pp. 419-422
Intussusception
Marlow pp. 422-424
Hirschprung's Disease
Marlow pp. 455-458
Imperforate Anus
Marlow pp. 247-248

Obj. 13 Tracheal - Esophageal Fistula Esophageal Atresia

Marlow pp. 248-251

Obj. 14 Diarrhea and Dehydration

Marlow pp. 405-417

Article: Kee and Gregory. "The ABC's and mEq's of Fluid Balance in Children," Nursing 74, June. pp. 28-35.
Rodman and Smith pp 1028-1030
Obj. 15 Fever and Febrile Seizures

Marlow pp. 473-475
Article: Bindler, Ruth and Linda Howry. "Nursing Care of Children with Febrile Seizures," MCN, Sept./Oct. 1978, pp. 270-273.

Obj. 16 Hydrocephalus
Obj. 17
Obj. 18

Marlow pp. 301-308

Obj. 16 Spina Bifida
Obj. 19
Marlow pp. 293-301
Encephalocele
Marlow p. 301
Obj. 20 Poisoning
Obj. 21

Marlow pp. 521
Marlow pp. 552-556

Lead Poisoning

Marlow pp. 576-578
Rodman pp. 55-70
Rodman pp. 865

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT
Required Readings

M. Manary

LEVEL 12A

Obj. 1 Change of Shift Report
Obj. 5-9

Handout: Change of Shift Report pp: 30-36
Article: Mezzonte, Jane. "Getting It Together for End of Shift Reports," Nursing 76, April. pp. 21-22

Obj. 2 Transition from Student to Graduate
Obj. 3
Obj. 4

Ellis and Hartley: pp. 136-146

Obj. 10 Functional, Team, Primary Nursing

Handout: Functional and Team Nursing, pp. 37-42
Article: Marram, Gwen. "Primary Nursing - a pathway to Professional Nursing Practice in the Hospital Setting", Current Perspectives in Nursing Management, Chapter 8, pp. 84-91.

Obj. 11-14

Optional - Article: Mallory, Gail, "Conflict Can Be Healthy", Nursing 81, June, pp. 97-103.
Article: Van Dersol, William R, "How to be a Good Communicator and A Better Nurse," Nursing 74, May, pp. 57-64.
Article: Kron, Thora, "How to Become a Better Leader," Nursing 76, October, pp. 67-72.

Obj. 15 Planning Staff Coverage

Handout: Functional and Team Nursing, p. 43

Obj. 16 Transcribing Physicians Orders

Kozier and Erb, pp. 832-834

Obj. 17 Applying for a Job
Obj. 18

Ellis and Hartley, pp. 148-157
Article: Wiley, Loy, "Job Interviews, Oh Boy! Are They Important," Nursing 77, August pp. 65-69.

Obj. 19 Ethics in Nursing

Ellis and Hartley, pp. 198-206, 215-234

Optional - Article: Murphy, Mary and James Murphy, "Making Ethical Decisions - Systematically," Nursing 76, May, pp. 13-14.

Obj. 20-23 Law and Nursing

Ellis and Hartley, pp. 163-177

Optional - Article: Mumme, Jack, "Seven Surefire Ways to Lose a Malpractice Case," RN, November, 1977 pp. 60-64

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT
REQUIRED READING
Level 14B

Obj. 1 Nursing History

Ellis & Hartley pp. 11-29

Obj. 2 Expanded Roles for Nurses
Obj. 3

Article: Kelly, Lucie, "Areas of Nursing Practice," Contemporary Professional Nursing, Chapter 15
Read:
Introduction: pp. 266-268
Hospital Nursing: pp. 268-271
Clinical Nurse Specialist: pp. 271-272
Occupational Health Nursing: pp. 303-306
Nurse Practioner: pp. 306-313
Nurse Consultant: pp. 315

Obj. 4 Distributive vs Episodic Nursing

LEGS p. 421

Obj. 5 Cost Conttol in the Hospital
Obj. 6
Obj. 7 Health Services Agency

Article: Cohen, Ann, ...Waste Not, Want Not," Nursing Mirror, February 24, 1977, pp. 71-73.
Kozier & Erb: pp. 37-39
Ellis & Hartley
PSRO 284-285
Medicare & Medicaid 283-284
HMO 119-120
Pilfering 243
Health Service Agency 287-[illegible] 288

Obj. 8 Quality Care

Article: Isler, Charlotte, "Nursing Audit: New Yardstick for Patient Care, "RN, December, 1974, pp. 31-35
Ellis & Hartley pp. 241-243
pp. 245-248

Optional-Article: Green, Jo Anna, "Quality Care in a Couple of Minutes? Yes. "RN, December, 1974, p. 38-40

Optional-Article: Renaldi, Leena and Kelly, Barbara, "What to do After the Audit is Done, "AJN, February, 1977 pp. 268-269

Obj. 9 Nursing Organizations and the State Board of Nursing

Obj. 10 Ellis & Hartley: ANA 301-308
ICN 310-311
NLN 312-317
Licensure 78-84

Handout: Missouri Nurse Practice Act pp. 44-49

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT
CLINICAL LEARNING PACKAGE
NUR 13: Nursing XIII

The clinical experience of NUR 13: Nursing XIII involves the caring for pediatric patients with a variety of disease processes. Student is responsible for utilization of the nursing process when implementing nursing care.

At the beginning of this experience, the student should, based on objectives from prior nursing courses be able to:

1. Discuss normal growth and development.
2. Identify deviations from normal growth and development.
3. Administer care appropriate to all age groups of children, including:
   - Lifting and holding
   - Turning
   - Bathing
   - Changing
   - Feeding
   - Restraining for procedures
   - Weighing
4. Select appropriate toys and activities for each age group.
5. Identify the differences between adults and children for nursing procedures.
6. Modify teaching plan according to the age of the child.
7. Discuss the implications of common medications utilized in the pediatric setting.
8. Maintain appropriate flow rates with IV therapy including use of Buetrol set-up. Maintain safety based upon the age of the child, the pathological process and the therapeutic regimen.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK NAME ____________________

NURSING DEPARTMENT NUR:213 Clinical Objective Book

Your Clinical Objective Book has been compiled by extracting clinical objectives and learning objectives related to specific learning activities. These are grouped into learning packets:

To achieve a SATISFACTORY in the clinical area, the student must be able to:

1. Utilize the nursing process in solving problems related to nursing care:
   a. Collect data base.
   b. Identify patient problems and needs.
   c. Develop a plan of care.
   d. Implement the care plan according to priority needs.
   e. Evaluate and document nursing care.
   f. Modify the plan of care.
2. Provide nursing care based on objectives in prior nursing levels.
3. Provide nursing care based on principles from physical, behavioral, and social sciences including growth and development.
4. Recognize situations in which health teaching is needed and adapts teaching to the patient's level of knowledge.
5. Perform nursing techniques safely.
6. Utilize therapeutic communication skills.
7. Utilize organizational principles to efficiently plan and carry out care for the designated number of patients/assignments.
8. Practice within the nursing profession's educational, legal, ethical, and organizational framework.
9. Conform to the nursing department's uniform code.
10. Meet the objectives specified in each of the clinical learning packets.

You will be responsible for documenting your learning activities, i.e., observations, conferences, clinical experiences, college laboratory demonstrations, and meetings. Documentation should include specific examples, including date, room, patient initials, and interventions or descriptions. Instructors may make comments or will sign all objectives you have met. The instructor's signature will indicate that you have satisfactorily met the objective. If any required objective is not met, the student will not achieve a satisfactory for that clinical experience until the objective is attained. A SATISFACTORY must be achieved in the clinical section to pass the course (Level) in which you are concurrently enrolled during the fourth semester.

Satisfactory is defined as: 1. Behaviors which meet the stated required objectives 2. Administration of safe patient care; 3. Behavior in which errors may have been made but have been recognized and corrected.

Unsatisfactory is defined as: 1. Failure to meet required objectives; 2. Acts which jeopardize patient safety; 3. Behavior in which errors are made but not recognized and corrected.

Reviewed: 11/81, R.A.L., P.D., M.M.
Revised: 12/77, R.A.L., P.H., N.W.
Revised: 5/78, P.H., N.W., R.A.L.
Revised: 12/78, R.A.L.,C.V.
Revised: 8/79, R.A.L., C.V.

CLINICAL LEARNING PACKAGE: CARE OF THE SICK CHILD IN TRANSITION TO THE GRADUATE ROLE
NUR: 13 - NURSING XIII Children's Hospital
1500 South Kingshighway, 367-6880

To achieve a SATISFACTORY in this learning packet, the student must be able to:

OBJECTIVE	STUDENT DOCUMENTATION	FACULTY SIGNATURE
Develop a tentative plan of care for the assigned patients:		
Receive a shift report from another person. Be able to identify on your plan of care information that is pertinent to your assuming responsibility for assigned patients:		
List observations you would make as a result of prior data collected and information obtained in report. Identify priorities and follow through on observations in order of their priority. List four observations in order of their priority.		
Provide nursing care according to the objectives stated on the face sheet of the 4th Semester Clinical Objective Book.		
Maintain an ongoing assessment of each patient for whom you are responsible.		
Identify, verbally and in writing to the instructor, nursing problems which are potential and/or real for patients for whom you are responsible which require nursing intervention.		
Submit one written care plan by the designated date in acceptable form/information.		

OBJECTIVE	STUDENT DOCUMENTATION	FACULTY SIGNATURE
List three nursing problems which you identified and state how you handled each problem.		
Utilize organizational principles to provide nursing care to one to three children on an acute medical or surgical unit.		
Implement nursing activities according to the therapeutic plan. (Kardex)		
Demonstrate, by implementation of the nursing care plan, knowledge of common pathophysiological processes found in children on a medical or surgical unit.		
Apply principles of medical and surgical asepsis including but not limited to: a. preventing spread of infection 1. from patient to patient 2. from patient to others including self b. handwashing c. wound care d. catheter care e. tracheostomy care f. nasopharangeal suctioning g. tracheo-bronchial suctioning h. bulb suctioning i. weighing		

OBJECTIVE	STUDENT DOCUMENTATION	FACULTY SIGNATURE
isolation techniques 1. strict 2. reverse 3. wound 4. linen and stool (enteric) 5. urine		
Utilize principles of body mechanics and alignment to move, position, and ambulate patients safely.		
Perform therapeutic measures related to oxygenation needs of patients including but not limited to: a. positioning b. suctioning c. administration of oxygen d. care in croupette e. humidification f. care of chest bottles g. cardiopulmonary resuscitation h. pulmonary hygiene		
Implement nursing measures related to the removal of metabolic by-products from the body including but not limited to: a. external urine specimen collection b. retention catheter c. care of cystostomy tube d. enema administration		

OBJECTIVE	STUDENT DOCUMENTATION	FACULTY SIGNATURE
e. guaic/hemocult stools f. specific gravity of urine g. clinitest/acetest urine		
Assess the fluid status of patients including but not limited to: a. fluid and electrolyte balance/imbalance b. monitor intravenous fluids, rate, site, and patient at least hourly. 1. macrodrip 2. microdrip 3. piggyback 4. volutrol (Buretrol) 5. blood/plasma		
Modify intake of food and fluids according to the specific illness and age of the patient: a. set up and hang intravenous fluid b. intake and output c. nasogastric feedings d. gastrostomy feedings e. modified diet		
Assess the growth and development of each child for whom you are responsible. Identify 3 behavior patterns appropriate to 3 patients in writing. Identify the support systems for two patients.		

OBJECTIVE	STUDENT DOCUMENTATION	SIGNATURE
Intervene to reduce stressors for patients and families undergoing therapeutic procedures. State 3 stressors you identified and interventions you utilized to reduce that stress.		
Take corrective action in situations which have potential for physical or emotional trauma. Identify two situations and cite corrective action taken.		
Evaluate own skills used in communication with health personnel. Identify one specific situation with each and state one alternative approach you might have utilized.		
Immediately following report and during the shift observe for any change in the status of a patient for whom you are responsible and identify priorities.		
Given any change in the status of a patient for whom you are responsible, intervene appropriately.		
Identify two clinical situations where the nurse should initiate the referral process and the possible community resources to assist in the resolution of the situation.		
Demonstrate knowledge of the action, usual dosage and side effects of commonly used pharmacological agents administered to pediatric patients.		
Identify pathological differences in children which may alter the effect of medications. Write out 2 pathological problems and the way in which the effect would be altered.		
Identify patient problems and nursing interventions for at least 1 patient per week.		

OBJECTIVE	STUDENT DOCUMENTATION	FACULTY SIGNATURE
Chart pertinent information for each patient to whom assigned in a legible and descriptive manner. Charting must be objective and free of spelling and grammatical errors.		
Utilize channels of communication within the agency in reporting to the unit, during your time on the unit and when reporting off duty.		
Determine the cost of a room, supplies, and equipment used for one patient for one day. Write in.		
Review forms from a hospital and determine the purpose of: a. nursing audit b. accident (or incident) report Write in purpose of each.		
Write in the policy regarding verbal orders for this agency.		
Identify procedure for transcribing orders and by whom (use title, not name) orders are transcribed in this agency.		
Identify the channels within the system which are utilized when there is a marked change in the condition of a patient.		

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT
4th SEMESTER
NURSING XIII

STUDENT'S NAME ____________

DATE OF ROTATION ____________

FINAL CLINICAL EVALUATION SHEET FOR THE PEDIATRIC MEDICAL-SURGICAL EXPERIENCE
(at St. Louis Children's Hospital)

1. Identify a minimum of three strengths and a minimum of three weaknesses related to self:

   A. as a care giver

   B. as a new graduate

INSTRUCTOR'S COMMENTS AND SIGNATURE

2. A. The student provided safe nursing care based upon objectives in prior nursing levels while assigned to St. Louis Children's Hospital.

   B. The student utilized the nursing process in solving problems related to nursing care of children while assigned to St. Louis Children's Hospital.

   C. Met the required clinical objectives which were available at St. Louis Children's Hospital within the minimal level of expectation.

3. Additional comments by student or instructor:

Dates of absences, if any ____

When the above objectives are signed by the clinical instructor, this indicates that the student has achieved the objective at least at a minimally satisfactory level. All objectives must be signed in order to achieve a grade of satisfactory in the clinical area and to pass each course.
The above student has satisfactorily achieved each of the above clinical objectives based upon evidence indicated in the clinical objective book which was signed by the instructor in each area.

____
Student's Signature and Date

____
Instructor's Signature and Date

1/80 Revised RAL/CV:ft
8/80 Revised RAL/ft
1/82 Revised RAL/MM:jb

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

NUR:214 NURSING XIV
COURSE SYLLABUS

Prepared by: Patricia McArthur Dotson, R.N., B.S.N.
Rose Ann Lang, R.N., B.S.N., M.S., Coordinator
Mardi Manary, R.N., B.S.N.

NUR:214 Nursing XIV 4 Credits

Prerequisite: NUR:211 Nursing XI, with a grade of "B" or better and a 2.5 session and cumulative g.p.a.

This course continues to utilize the nursing process in meeting the needs of adult patients. It builds upon concepts introduced in prior courses.

Components include discussion of acute care patients with respiratory and circulatory problems, endocrine disorders, and sensory alterations. Emphasis is placed on the care of patients with these medical-surgical disorders in the clinical area. Coordination of theory and clinical is also achieved by satisfactory completion of a nursing assessment and nursing care plan which are done on clients with conditions directly related to theoretical discussions.

NUR:214 Nursing XIV can be completed in approximately one-third of the semester. This course may be taken in any sequence, prior to or after completion of NUR:212 Nursing XII and NUR:213 Nursing XIII.

NUR:214 Nursing XIV **CLASS SCHEDULE**

Monday 9:00-10:50 1:00-2:50
Tuesday 10:00-11:50 1:00-2:50
Wednesday 3:30-12 Midnight
Thursday 3:30-12 Midnight

REQUIRED TEXTBOOKS

Brunner, Lillian and Suddarth, Doris. Textbook of Medical-Surgical Nursing, 4th ed. Philadelphia: J. B. Lippincott Co., 1980.

Rodman, Morton and Smith, Dorothy. Clinical Pharmacology in Nursing, Addison-Wesley Publishing Co., 1979.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
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NUR:214 Nursing XIV
COURSE OBJECTIVES

Upon successful completion of NUR:214, the student should be able to:

1. Apply principles of asepsis in various nursing situations involving the adult medical-surgical patient.
2. Evaluate skills used in communications with patients, families, and health personnel in specific nursing situations.
3. Evaluate the psychopathological components for adults with circulatory and respiratory problems, endocrine disorders, and sensory alterations, including normal growth and development, when administering care.
4. Utilize the nursing process to meet the nursing care needs of adult patients with multi-faceted medical and surgical problems.
5. Evaluate the nutritional status of adult patients, in specific nursing situations, to include fluid and electrolyte balance.
6. Utilize principles of body mechanics and alignment when moving and positioning patients.
7. Apply principles of safety in skillful mobilization of patients.
8. Implement nursing measures related to removal of metabolic by-products from the body.
9. Integrate knowledge of pharmacological agents used in treating adults with respiratory and circulatory problems, endocrine disorders, and sensory alterations.
10. Demonstrate the ability to respond appropriately to the needs of the adult patient in crisis situations arising which threaten the patients mental and/or physical well being.
11. Perform therapeutic measures related to oxygenation needs of adult patients with specific medical and surgical problems.
12. Utilize knowledge of external and internal regulatory systems in the delivery of health care.
13. Participate as a team leader and team member utilizing knowledge from previously learned courses as an aid in transitional role change from student to graduate nurse.

4. Identify specific community agencies available to meet the health needs of specified adult medical and surgical patients and his family.

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PMD

The theoretical portion of NUR:214 Nursing XIV includes Learning Experience Guides XIIC, XIIIC, and XIVC. Emphasis is on the care of adult clients with multi-faceted medical-surgical problems. Of particular interest are those patients with respiratory and circulatory problems, endocrine disorders, and sensory alterations.

The teaching approach to the theoretical portion of NUR:214 Nursing XIV includes lecture presentation and group discussion. Students are expected to have reviewed the specific objectives, completed the assigned readings, and worked through the in-betweens in the LEGS book prior to attending scheduled classes.

NUR:214 CONTENT OUTLINE

OBJECTIVE	DISCUSSION TOPIC	HOURS
	Orientation to Nursing XIV	1 hour
LEG 12C		
1-5	Tracheal Suctioning Tracheostomy Care Laryngectomy	2 hours
6-9	Obtaining ABG's and ABG Values Types of Ventilators Care of Patient on Ventilator	2 hours
10-12	Chest Physiotherapy Closed Chest Drainage	1 hour
13-16	Care of Patient After Chest Surgery Thoracentesis	1 hour
17-21	Abdominal Aneurysm Surgery Arteriography Deficient Arterial and Venous Circulation to head and extremities	2 hours
22-24	Critical Care of Patient After a CVA Anticoagulant Drugs	2 hours
25-28	Congenital Heart Defects Open and Closed Heart Surgery	2 hours
29	Cardiac Catherization Angiocardiography	1 hour
LEG 13C		
1-2	Diabetic Emergency Pancreatitis	1 hour
3-4	Functions and Dysfunctions of Endocrine Glands	2 hours
5	Nursing Care After Adrenalectomy and Hypophysectomy	1 hour
6-7	Corticosteriod Therapy	1 hour

OBJECTIVE	DISCUSSION TOPIC	HOURS
8-11	Diagnostic Test and Drugs for Thyroid Disorders Pre and Post-Op Care After a Thyroidectomy	2 hours
12-14	Hemodialysis Peritoneal Dialysis Renal Failure	2 hours
15-18	Calcium and Protein Imbalances Acid-Base Imbalances	2 hours
LEG 14C		
1-2	Attitudes Toward Elderly	1 hour
3-7	Mental Health and the Elderly Making Care Assignments in a Nursing Home	1 hour
8-9	Eye Conditions Diagnostic Eye Tests	1 hour
10-13	Pre and Post-Op Care of Patients After Eye Surgery Ear Surgery	1 hour
	EXAM	2 hours
	REVIEW	1 hour

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WHAT'S AVAILABLE FOR XII C

FILMSTRIPS:

FS 610.73 Tracheo Bronchial Suctioning
T758
FS 610.73 Introduction to Trach Care
I618
FS 610.73 Trach Care, The Cuffed Tube
T7593
FS 610.73 Blood Gas Arterial Analysis
A786
FS 612.22 Acid Base Balance - The Body's Balance of pH
A181b 1971
FS 612.22 Acid Base Balance, Compensation of Imbalance
A181c 1971
FS 612.22 Acid Base Balance - Respiratory Acidosis and Alkalosis
A181r 1971
FS 610.736 Care of the Patient with Waterseal Drainage (TR)
C271 1970
FS 616.075 Physical Assessment of the Abdomen and Genetalia
P577
FS 616.075 Physical Assessment of the Chest
P5772

TEXTBOOK READINGS:

Objectives: 1-4:
Brunner: pp. 451-454, 394-396, 696-699

Objectives: 5-10:
Brunner: pp. 454-467, 442, 418-420

Objectives: 11-13:
Brunner: pp. 422-429

Objectives: 14-16:
Brunner: pp. 405-407

Objectives: 17-24:
Brunner: pp. 1222-1224, 604-628, 635-647, 639
Rodman: pp. 529-554 (2nd Edition)

Objectives: 25-29:
Brunner: pp. 598-601, 501, 552-567, 517

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What's Available for XIIC

JOURNAL ARTICLES ON RESERVE IN LIBRARY

Obj. 1-4 McConnell, Edwina A., "How to Truly Help the Patient With a Radical Neck Dissection," Nursing '76, November, p. 58.

Sandham, J., "Some Questions and Answers About Suctioning and Guide to Better Techniques," Nursing '77, October, p. 60.

"Up-to-Date Survey of Tracheal Tubes," Nursing '76, November, p. 66.

Obj. 5-10 "A Man With COPD, Nursing Decisions, Experiences in Clinical Problem Solving," RN, March, 1977, p. 61.

Moody, Linda, "Primer for Pulmonary Hygiene," AJN, Nov., 1976, p. 104.

Rau, J., "To Breathe or Be Breathed: Understanding IPPB," AJN, April, 1977, p. 613.

Roach, L., "Color Changes in Dark Skin," Nursing '77, January, p. 48.

Rodman, Morten J., "Drugs for Acute Respiratory Failure," RN, Aug., 1975 pp. 49-55.

Stroud, Sally D., "What You Need to Know to Save a Shock-Lung Victim," RN, August, 1977, p. 47.

Sweetwood, Hannelore, "Acute Respiratory Insufficiency, How to Recognize This Emergency . . How to Treat It," Nursing '77, December, p. 24.

Obj. 11-16 Erickson, Roberta, "Chest Tubes - They are Really Not That Complicated," Nursing '81, May, pp. 34-43. Ⓡ

Obj. 17-24 Breunig, K., "After the Blow-Up - How to Care for the Patient With a Ruptured Cerebral Aneurysm," Nursing'76, December, p. 37.

Peterson, Gloria, "The SOAP Revolution," The Journal of Practical Nursing, August, 1977, p. 36. (Examples of data base, progress notes, and PO system).

Peterson, Gloria, "The SOAP Revolution Comes Home," The Journal of Practical Nursing, September, 1977, p. 32. (Examples of SOAP charting)

Snyder, Joyce Cameron and Wilson, Margo Foltz, "Elements of a Psychological Assessment," AJN, February, 1977, p. 235.

Obj. 25-29 Adams, Nancy R. "Reducing the Perils of Intracardiac Monitoring," Nursing '76, April, p. 66.

Cameron, May I., "What to do after Thoracic Surgery," Nursing '78, May, pp. 28-36.

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WHAT'S AVAILABLE FOR XIII C

Textbook Readings:

Objective 1-2
Brunner: pp. 844-849, 877-880

Objective 3-7
Brunner: pp. 855-874, 885, 874-877
Rodman: pp. 585-601 (2nd Edition)

Objective 8-11
Brunner: pp. 867-868, pp. 861-874

Objective 12-14
Brunner: pp. 927-933

Objective 15-19
Brunner: pp. 125-130

Audio-Visual
Trainex FS 615.66 PA 446 Peritoneal Dialysis
Instructional Television
Dialysis Part I & II

Obj. 25-29 (cont)

Coats, Kathryn, "Non-Invasive Cardiac Diagnostic Procedures," AJN, Nov. 1975, p. 1980.

Cogen, Roberta, "Preventing Complications During Cardiac Catherization," AJN, March 1976, p. 401.

Cook, Sarah, "Experiences in Clinical Problem Solving, A Patient With an Abdominal Aortic Aneurysm," RN, March, 1978, pp. 71-76.

D'Onafrio, Long Gail, "Managing the Patient with Abdominal Aortic Aneurysm," Nursing '78, August, pp. 21-27. Ⓡ

Forbes, Dianne, "Coming at Staff Nurses, Early Post-op Heart Patients," RN, April 1976, p. 59.

Strong, Arlene B., "Caring for Cardiac Catherization Patients," Nursing '77, November, p. 60.

Voorman, Dorothy, "George R.: A Patient Undergoing Cardiac Surgery, Experiences in Clinical Problem Solving," RN, January 1978, p. 65.

OPTIONAL
Obj. 30-31

Jarvis, Carolyn Mueller, "Perfecting Physical Assessments," Nursing '77: Part I, May, p. 28 (Manual techniques needed for routine screening of adults) Part III, July, p. 44 (Photo story of assessing the abdomen)

Wolf, Zane R., "What Patients Awaiting Kidney Transplant Want to Know," AJN, January, 1976, p. 92.

Ⓡ - Required Reading

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What's Available for XIII C

JOURNAL ARTICLES ON RESERVE IN LIBRARY

Obj. 1-2 Lee, Carla A., Stroot Violet R., and Schaper C. Ann, "What to Do When Acid-Base Problems Hang in the Balance," Nursing 75, August, p. 32. (Case study)

Mareinek, Margaret Boyle, "Stress in the Surgical Patient," AJN, November 1977, p. 1809. (Endocrine involement)

McConnell, Edwina, "Meeting the Special Needs of Diabetics Facing Surgery," Nursing 76, June, pp. 30-37.

Petrokas, Judith, "Commonsense Guidelines for Controlling Diabetes During Illness," Nursing 77, December, p. 36.

Seaf, June and Alogna Marie, "Better Use of Resources Equals Better Health for Diabetics," AJN, November, 1977, p. 1792.

Stillman, Margot, J., "Nursing Intervention in Acute Pancreatitis," RN, December, 1978, pp. 67-73.

Witt, Karen, "HHNK, A Newly Recognized Syndrome to Watch For," Nursing 76, February, p. 66.

Obj. 3-7 Blount, Mary and Kinney, Anna B., "Chronic Steriod Therapy," AJN, September, 1974, p. 1626.

Elbaum, Nancy, "Magnesium Imbalance," Nursing 77, August, p. 34.

McFarlane, Judith, "Congenital Adrenal Hyperplasia," AJN, August, 1976, p. 1290.

McGann, Marlene, "Cushings Syndrome: Its Complexities and Care," RN, August 1975, p. 40.

McGann, Marlene, "Secondary Hyperaldosteronism," AJN, April 1976, p. 634.

McGann, Marlene, "Treatment and Care of the Patient with Hyperparathyroidism," RN, Nov., 1974, p. 48.

Pearson, O.H., "Adrenalectomy and Hypophyseotomy," AJN, April 1962, p. 80. Ⓡ

Stephenson, Carol A., "Stress in Critically Ill Patients," AJN, Nov., 1977, p. 1806.

Obj. 8-11 Jackson, Bettie S., "Nursing Decisions Experiences in Clinical Problem Solving: Ms. F., A Restless Post-Thyroidectomy Patient," RN, Sept. 1975, p. 57

Hallal, Janice C., "Thyroid Disorders," AJN, March 1977, pp. 417-431. Ⓡ

Obj. 12-14 Dolan, Patricia, "Renal Failure and Peritoneal Dialysis," Nursing 75, July, pp. 41-49. Ⓡ

Enlwistle, Julianne, "Vessel Access for Hemodialysis," Nursing Care, June 1977, pp. 20-23.

Flegle, Janice, "Teaching Self Dialysis to Adults in a Hospital," AJN, Feb., 1977, pp. 270-272. Ⓡ

Obj. 15-19 Tripp, Alice, "Hyper and Hypo Calcemia," AJN, July, 1976, pp. 1142-1145. Ⓡ

R = Required Reading

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ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
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AVAILABLE FOR LEG XIV C

TEXTBOOK READINGS

Objectives: 1-7
Brunner: pp. 18-34,233-249,206-230

Objectives: 8-11
Brunner: pp. 1123-1146

Objectives: 12-13
Brunner: pp. 1148-1164

Clinical Pharmacology in Nursing,
Rodman-Smith (2nd Edition)
pp. 966-982

Journals:

"Considerate Care of the Elderly," Nursing 75, September.
"How We Turned The Idea Into A Program: Reality Orientation," Nursing 77, May Ⓡ
"Teaching The Elderly To Avoid Accidental Drug Abuse," RN, November, 1977.
"How It Is At 84," AJN, February, 1977.
"Geriatric Care, Let's Make It More Than Physical," Nursing 75, July. Ⓡ
"Early Diagnosis of Acute Angle-Closure Glaucoma," AJN, July, 1975.
"Sudden Deafness," AJN, December, 1976.
"Insight Into the Delicate Art of Eye Care," Nursing 75, June.
"Deaf, But Not Mute," AJN, May, 1976.
"Care of an Artificial Eye," AJN, May, 1975.
"Cataract Surgery," Nursing 77, June.

*** The above journals are on reserve in the college library.

Ⓡ - Required Reading

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NAME ______________________

NUR:214 Clinical Objective Book

Your Clinical Objective Book has been compiled by extracting clinical objectives and learning objectives related to specific learning activities. These are grouped into learning packets:

To achieve a SATISFACTORY in each clinical area, the student must be able to:

1. Utilize the nursing process in solving problems related to nursing care:
    a. Collect data base.
    b. Identify patient problems and needs.
    c. Develop a plan of care.
    d. Implement the care plan according to priority needs.
    e. Evaluate and document nursing care.
    f. Modify the plan of care.
2. Provide nursing care based on objectives in prior nursing levels.
3. Provide nursing care based on principles from physical, behavioral, and social sciences including growth and development.
4. Recognize situations in which health teaching is needed and adapts teaching to the patient's level of knowledge.
5. Perform nursing techniques safely.
6. Utilize therapeutic communication skills.
7. Utilize organizational principles to efficiently plan and carry out care for the designated number of patients/assignments.
8. Practice within the nursing profession's educational, legal, ethical, and organizational framework.
9. Conform to the nursing department's uniform code.
10. Meet the objectives specified in each of the clinical learning packets.

You will be responsible for documenting your learning activities, i.e., observations, conferences, clinical experiences, college laboratory demonstrations, and meetings. Documentation should include specific examples, including date, room, patient initials, and interventions or descriptions. Instructors may make comments or will sign all objectives you have met. The instructor's signature will indicate that you have satisfactorily met the objective. If any required objective is not met, the student will not achieve a satisfactory for that clinical experience until the objective is attained. A SATISFACTORY must be achieved in each clinical section to pass the course (Level) in which you are concurrently enrolled during the fourth semester.

Satisfactory is defined as: 1. Behaviors which meet the stated required objectives 2. Administration of safe patient care; 3. Behavior in which errors may have been made but have been recognized and corrected.

Unsatisfactory is defined as: 1. Failure to meet required objectives; 2. Acts which jeopardize patient safety; 3. Behavior in which errors are made but not recognized and corrected.

Reviewed: 11/81, R.A.L., P.D., M.M.
Revised: 12/77, R.A.L., P.H., N.W.
Revised: 5/78, P.H., N.W., R.A.L.
Revised: 12/78, R.A.L.,C.V.
Revised: 8/79, R.A.L., C.V.

CLINICAL LEARNING PACKAGE: CARE OF THE ADULT PATIENT IN TRANSITION TO THE GRADUATE ROLE.
John Cochran Veteran's Hospital
NUR:214 Nursing XIV
211 North Grand 652-4100

To achieve a clinical SATISFACTORY, the student must be able to:

OBJECTIVE	STUDENT DOCUMENTATION	FACULTY INITIALS
Provide nursing care according to the objectives stated on the face sheet of the 4th Sem. Clinical Objective Book.		
Develop a tentative plan of care according to the assigned role: a. team member b. team leader		
Receive a shift report from another person. Be able to identify on your plan of care information that is pertinent to your assuming responsibility for any of the following: a. team member caring for 4-6 patients. b. team leader for 16-24 patients.		
List observations you would make as a result of prior data collected and information obtained in report, identify priorities and follow through on observations in order of their priority.		
Serve as leader for designated team members for a minimum of two shifts.		

OBJECTIVE	STUDENT DOCUMENTATION	FACULTY INITIALS
Identify, after receiving shift report as a team leader for a group of patients, pertinent information that needs to be communicated to team members and convey this information in a concise manner to team members.		
Delegate nursing activities to appropriate team members.		
Maintain an ongoing assessment of your nursing team members actions and patient problems while in the team leader role. Follow the guidelines for leadership given in class.		
Take corrective action in situations which are potential hazards and delegate those actions which are not urgent. State one situation in which you intervened and one situation you delegated to a member.		
Intervene to reduce stressors in peers when in team leader role. State situation and measures taken.		
Give a shift report as a team leader for the designated patients (include patient name, care given, new orders, changes in patient condition, and special instructions regarding techniques of care) in fifteen minutes or less.		
Evaluate own skills used in communication with patients, family, and health personnel. Identify one specific situation with each and state one alternative approach you might have utilized.		

OBJECTIVE	STUDENT DOCUMENTATION	FACULTY INITIAL
Utilize organizational principles to provide nursing care to four to six adult patients on an acute medical or surgical unit.		
Immediately following report and during shift, observe for any change in the status of a patient for whom you are responsible and identify priorities.		
Given any change in the status of a patient from whom you are responsible, intervene appropriately.		
Identify nursing problems which are potential and/or real for patients for whom you are responsible which require nursing intervention and intervene.		
List three nursing problems which you identified as a team member and state how you handled each problem.		
Maintain an ongoing assessment of each patient for whom you are responsible. Be prepared to verbally relate to the instructors.		
Implement nursing activities according to the therapeutic plan (Kardex) and physician orders.		
Demonstrate, by implementation of the nursing care plan, knowledge of common pathophysiological processes found in adult patients on a medical or surgical unit.		

OBJECTIVE	STUDENT DOCUMENTATION	FACULTY INITIALS
Write a nursing care plan on a Kardex form for two patients citing a minimum of two nursing problems. Hand in to instructor.	SUBMITTED ____________	
Know the usual dosage, action, and side effects of common medications ordered for the patients for whom you are responsible.		
Identify pathological differences in adults which may alter the effect of drugs. Write out one pathological problem and the way in which the effect would be altered.		
Chart pertinent information for each patient to whom assigned in a legible and descriptive manner. Charting must be objective and free of spelling and grammatical errors.		
Apply principles of medical and surgical asepsis including but not limited to: a. preventing spread of infection: 1) from patient to patient 2) from patient to others including self. b. handwashing c. wound care d. catheter care e. tracheostomy care f. nasopharangeal suctioning g. tracheo-bronchial suctioning		

OBJECTIVE	STUDENT DOCUMENTATION	FACULTY INITIALS
h. isolation techniques 1) wound 2) urine 3) linen and stool 4) protective		
Utilize principles of body mechanics and alignment to move, position and ambulate patients safely.		
Perform therapeutic measures related to oxygenation needs of patients including but not limited to: a. positioning b. suctioning c. administration of oxygen d. humidification e. care of chest bottles f. cardiopulmonary resuscitation g. pulmonary hygiene		
Intervene to reduce stressors for patient and families undergoing therapeutic procedures. State three stressors you identified and interventions you utilized to reduce that stress.		
Take corrective action in situations which have potential for physical or emotional trauma. Identify two situations and cite corrective action taken.		

OBJECTIVE	STUDENT DOCUMENTATION	INITIALS
Implement nursing measures related to the removal of metabolic by-products from the body including but not limited to:		
a. external catheter		
b. retention catheter		
c. continuous bladder irrigation		
d. care of cystostomy (suprapubic) tube		
e. care of ureterostomy		
f. care of ileoconduit		
g. care of ileostomy		
h. care of colostomy		
i. enema administration		
j. guaic/hemocult stools		
k. clinitest/acetest		
l. specific gravity		
Assess the fluid status of patients including but not limited to:		
a. fluid and electrolyte balance/imbalance.		
b. monitor intravenous fluids, rate, site, and patient at least hourly.		
1) macrodrip		
2) microdrip		
3) piggyback		
4) IVAC		
5) blood/plasma		

OBJECTIVE	SELF DOCUMENTATION	INITIALS
Modify intake of food and fluids according to the specific illness of the patient. a. set up and hang intravenous fluids b. intake and output c. nasogastric feedings d. gastrostomy feedings e. modified diet		
Provide nursing care for at least one patient with rehabilitation - extended care needs. Identify major problem.		
Adapt nursing care according to effects of any of the following: a. the aging process b. visual impairment c. hearing impairment		
Identify two clinical situations where the nurse should initiate the referral process and the possible community resources to assist in the resolution of the situation.		
Plan and lead a conference with peer group using the problem-solving approach to arrive at a group decision. Identify problem and write out solutions reached.		
Determine the cost of a room, drugs, supplies and equipment used for one patient for one day.		
Write in the policy regarding verbal orders for this agency.		

OBJECTIVE	STUDENT DOCUMENTATION	FACULTY INITIALS
Utilize channels of communication within the agency in reporting to the unit, during your time on the unit, and when reporting off duty.		

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ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT
4th SEMESTER

STUDENT'S NAME______________________

DATE OF ROTATION____________________

NUR:214 Nursing XIV

FINAL CLINICAL EVALUATION SHEET FOR THE ADULT MEDICAL-SURGICAL EXPERIENCE
(JOHN COCHRAN VETERAN'S HOSPITAL)

I. Identify a minimum of three strengths and a minimum of three weaknesses related to self:

A. as a team leader (or medication nurse):

B. as a care giver:

C. as a new graduate nurse:

	INSTRUCTOR'S COMMENTS AND SIGNATURE
II. A. The student provided safe nursing care based upon objectives in prior nursing levels while assigned to John Cochran Veteran's Administration Hospital.	
B. The student utilized the nursing process in solving problems related to nursing care of patients while assigned to John Cochran Veteran's Administration Hospital.	
C. The student met the required clinical objectives which were available at John Cochran Veteran's Administration Hospital within the minimal level of expectation.	

III. Additional comments by student or instructor:

Dates of absences, if any ______________________________

When the above objectives are signed by the clinical instructor, this indicates that the student has achieved the objective at least at a minimally satisfactory level. All objectives must be signed in order to achieve a grade of satisfactory in the clinical area and to pass each course.
The above student has satisfactorily achieved each of the above clinical objectives based upon evidence indicated in the clinical objective book which was signed by the instructor in each area.

____
Student's Signature and Date

____
Instructor's Signature and Date

1/82 Revised PMD
1/80 Revised RAL/CV:ft

NOV 9 1984

ERIC Clearinghouse for Junior Colleges

NEW CURRICULUM

FUNDAMENTALS OF NURSING
NUR:101

COURSE DESCRIPTION

This course is designed to introduce the student to the role of the nurse in meeting needs common to all patients. The student is given the opportunity to acquire knowledge, skill, and attitudes essential for the practice of nursing based on principles of physical, biological, behavioral sciences and nursing theory. Planned experiences in the clinical area include pre- and post-conferences which are designed to assist the student to plan, provide, and evaluate patient-centered care.

COURSE OBJECTIVES

At the end of this course, the student should be able to:

1. Identify the basic needs of man as stated in the program philosophy.
2. Utilize the nursing process to meet the basic needs of the patient when providing nursing care.
3. Utilize the concepts related to the needs of mobility, safety, comfort, nutrition and elimination in providing nursing care.
4. Identify the ethical and legal role of the nurse as a health care provider.
5. Promote a safe environment for individuals by observing and correcting chemical, mechanical, thermal, psychological, and microbial safety factors.
6. Demonstrate, at a beginning level, the knowledge and application of communication skills that are necessary for the development of a therapeutic nurse-patient relationship.

7. Utilize knowledge of normal emotional and physical growth and development in caring for the elderly.

8. Administer medications by intramuscular, oral, subcutaneous, sublingual and topical routes for selected patients with knowledge of dosage, action,and side effects.

9. Identify, at a beginning level, teaching-learning principles related to meeting the basic needs of the patient.

10. Demonstrate increasing awareness of self as an individual and as a nurse through self evaluation in terms of personal growth and learning experiences.

TOPICAL OUTLINE

ORIENTATION TO NURSING CURRICULUM

A. Overview of Nursing CUrriculum
B. Orientation to Fundamentals of Nursing

UNIT I GOALS FOR HEALTH CARE

A. Definition of Health

B. Health Status

C. Provisions for Health Care

D. The Practice of Nursing

E. Introduction to Basic Needs of Man

F. The Nursing Process

G. Development of Assessment Skills

H. Development of Communication Skills

I. Nursing Intervention During Hospitalization

UNIT II USE OF NURSING PROCESS IN MAINTAINING OXYGENATION

A. Physiology of respiration

B. Regulatory mechanism

C. Assessment for oxygenation

D. Nursing diagnosis

E. Interventions to maintain normal respirations

F. Evaluation of oxygenation

UNIT III USE OF THE NURSING PROCESS IN MAINTAINING SKIN INTEGRITY

A. Maintenance of Integumentary System

B. Assessment of Integumentary System

C. Interventions to Maintain Integumentary Integrity

D. Evaluation of Skin Integrity

UNIT IV USE OF THE NURSING PROCESS IN MAINTAINING MOBILITY

A. Maintenance of Mobility

B. Assessment of Mobility

C. Intervention to Promote Mobility

D. Evaluation of Mobility

UNIT V USE OF THE NURSING PROCESS IN MAINTAINING NUTRITION

A. Maintenance of Nutrition

B. Assessment for Nutritional Needs

C. Intervention to Promote Nutrition

D. Evaluation of Nutritional Status

UNIT VI INTRODUCTION TO PHARMACOLOGY AND PHARMACOTHERAPEUTICS

A. Definition and Scope of Pharmacology

B. Legal Regulations for Drug Administration

C. Interaction of Drugs and Body Tissue

D. Toxic Effects of Drugs and Chemicals

E. Drug Use

F. Drug Characterization

G. Medication Order

H. Pharmaceutical Preparation

I. Use of Nursing Process in Drug Administration

UNIT VII PROTECTIVE MEASURES RELATED TO NURSING PRACTICE

A. Inflammatory Process

B. Use of Nursing Process in Infection Control

1. Assessment
2. Intervention
3. Evaluation

C. Use of Thermal Treatments

D. Sterile Techniques

UNIT VIII USE OF NURSING PROCESS IN MEETING NEEDS OF THE ELDERLY

A. Introduction

B. Normal Aging of the Nervous System

C. Normal Aging of the Musculoskeletal System

D. Normal Aging of the Gastrointestinal System

E. Normal Aging of the Cardiovascular System

F. Normal Aging of the Respiratory System

G. Normal Aging of the Urinary System

H. Normal Aging of the Endocrine System

I. Normal Aging of the Integumentary System

J. Psychosocial Responses to Aging

UNIT IX USE OF THE NURSING PROCESS IN MAINTAINING ELIMINATION

A. Maintenance of Elimination

B. Assessment of Bladder Elimination

C. Intervention to Maintain Bladder Elimination

D. Evaluation of Bladder Elimination

E. Assessment of Bowel Elimination

F. Intervention to Maintain Bowel Elimination

G. Evaluation of Bowel Elimination

UNIT X USE OF NURSING PROCESS TO PROMOTE COMFORT, REST, AND SLEEP

A. Comfort

B. Discomfort

C. Rest and Sleep

UNIT XI USE OF NURSING PROCESS TO MAINTAIN SEXUALITY

A. Sex and Sexuality

B. Assessment of Sexuality

UNIT XI USE OF NURSING PROCESS TO MAINTAIN SEXUALITY

A. Sex and Sexuality

B. Assessment of Sexuality

C. Intervention to Maintain Sexuality

D. Evaluation of Sexuality

UNIT XII USE OF NURSING PROCESS FOR DISCHARGE PLANNING

A. Preparation for Discharge

B. Development of Teaching Skills

C. Discharge Procedure

D. Closing the Patient's Chart

METHODS OF INSTRUCTION

1. Lecture - Discussion
2. Teacher topic written presentation
3. Role playing
4. Selected books and journal articles
5. Demonstrations
6. Clinical observations and performance
7. Pre- and Post-conference
8. Advising
9. Reports
10. Models
11. Films
12. Sound-on-slid cassettes
13. Slides - audio tapes
14. Videotapes
15. Evaluation

BASIS FOR STUDENT EVALUATION:

A. Classroom Theory

1. Students are given four (4) exams and a comprehensive final examination. There may be announced and/or pop quizzes. Written assignments will be announced by the instructor.

2. Students are expected to write tests at the scheduled time. Normally, if a student does not take the test at the scheduled time, he/she will only be able to achieve a maximum of 79%. Extenuating circumstances will be considered by the teaching team.

3. The test can be reviewed within 10 days after the scores are posted. After that time, the test will not be available for review. No information may be copied from the testing materials.

4. Completion of all written assignments is a requirement of a letter grade in the course. Unexcused lateness will result in a lowering of the grade at one point per day late.

5. The student must maintain a minimum 79% average for all quizzes and examinations to remain in the nursing program.

6. Grading Scale:

A	93 - 100
B	85 - 92
C	75 - 84
F	74 - 0

7. Grading System:

Exams - 65%
Comprehensive final exam - 30%
Quizzes and assignments - 5 %

B. Clinical Laboratory

1. Students do not receive a separate grade for clinical laboratory. If the student achieves satisfactory progress in clinical practice, the grade will be the same as that earned from testing in theory. A failing grade will be given if clinical practice is unsatisfactory. Unsatisfactory progress in clinical laboratory will result in the student receiving a course grade of "F" regardless of theory grade.

2. It is expected that the student be prepared to complete his/her predesignated clinical assignments. If the student is not prepared, the instructor will give specific instructions regarding lack of preparation, and may ask the student to leave the clinical area to return to nursing lab for additional practice and/or evaluation.

3. The clinical booklet describes the expected behaviors used for evaluation. These behaviors are derived from course and unit objectives. These behaviors are evaluated according to the critical requirements and standards of patient care taught in class.

   Satisfactory Performance:

   Satisfactory performance indicates the behavior has been completed according to the critical requirements for that behavior or accepted standards of patient care.

   Unsatisfactory Performance:

   Unsatisfactory performance indicates the behavior has not been completed according to the critical requirements or accepted standards of patient care.

4. The nursing faculty has the responsibility to withdraw the student from clinical laboratory if nursing practice is considered unsatisfactory. (Unsatisfactory is defined as: (a) failure to meet required objectives; (b) acts which jeopardize patient safety; and (c) behavior in which errors are made but not recognized and corrected.)

5. Written assignments related to specific clinical objectives must be completed before taking test. Written assignments must include correct spelling and grammar. Unsatisfactorily written assignments must be resubmitted according to directions given by the clinical instructor.

6. All written assignments must be evaluated as satisfactory. Therefore, any unsatisfactorily written assignments will be returned to the student for revision a maximum of two (2) times.

C. Promotion/Withdrawal

1. To be promoted, the student is required to have a minimum of a "C" average in NUR:101 Fundamentals of Nursing and Satisfactory in clinical and satisfactory in NUR:102 Nursing Laboratory Practicum I.

C. Promotion/Withdrawal (cont.)

2. A student who accumulates absences in excess of twice the number of weekly theory and clinical meetings of the course may, on the recommendation of the semester faculty, receive an "F" as a final grade for the course.

3. Any student that withdraws from any required course (in the semester in which the course is required) will be withdrawn from the nusing program.

4. If a student must repeat NUR:101, Fundamentals of Nursing, he/she must re-enroll in NUR:102, Nursing Laboratory Practicum I.

NUR:102 NURSING LABORATORY PRACTICUM I

COURSE DESCRIPTION

This course is designed to provide the student wtih the practice of nursing skills in the College Nursing Laboratory and to reinforce principles introduced in Fundamentals of Nursing.

COURSE OBJECTIVES

At the end of this course the student should be able to:

1. Utilize scientific principles as they apply to the practice of listed nursing skills.
2. Demonstrate knowledge and application of principles of body mechanics as they apply to selected nursing skills.
3. Demonstrate proper technique to prevent and control the spread of pathogens.
4. Practice, self evaluate, and acquire skills related to the need of mobility, safety, comfort, nutrition and elimination.
5. Practice and acquire skills in safe administration of medication.
6. Record information using critical requirements for charting selected skills.

INTRODUCTION TO NURSING LABORATORY PRACTICUM I

A. Student responsibilities
B. Methods of checking our equipment
C. Use of audiovisual equipment
D. Use of library

UNIT I GOALS OF HEALTH CARE

A. Handwashing
B. Development of Assessment Skills

1. Practice in taking vital signs
2. Practice recording vital signs

C. Development of Interviewing Techniques

1. Obtaining health history
2. Recording of information

D. Guidelines for Charting

1. Narrative nurses' notes
2. Problem-oriented medical record notes

E. The Admission Process

F. Maintenance of Safety

UNIT II USE OF THE NURSING PROCESS IN MAINTAINING SKIN INTEGRITY

A. Oral Hygiene

1. Natural teeth
2. Dentures

B. Baths

1. Complete bedbath
2. Partial bedbath

C. Backrub

D. Bedmaking

1. Unoccupied
2. Occupied

E. Recording of Personal Care

UNIT III USE OF THE NURSING PROCESS IN MAINTAINING MOBILITY

A. Positioning

1. During Nursing Care

a. Moving patient to head of bed
b. Placing patient on bedpan

1. Roll
2. Lift

2. Comfort

a. High Fowlers'
b. Semi-Fowlers'
c. Sidelying
d. Prone

B. Transferring Activities and Ambulation

1. Moving and ambulating
2. Transfer from bed to wheelchair
3. Transfer from bed to stretcher
4. Transfer Hoyer lift

C. Maintaining Joint Function

1. Active range of motion exercises
2. Passive range of motion exercises

UNIT IV USE OF THE NURSING PROCESS IN MAINTAINING NUTRITION

A. Practice in Techniques of Feeding

1. Hospital diets
2. Tubefeeding

B. Weighing on a Balanced Scale

UNIT V INTRODUCTION TO PHARMACOLOGY AND PHARMACOTHERAPEUTICS

A. Mathematics Related to Drug Administration

B. Techniques of Administration

1. Oral
2. Sublingual
3. Topical
a. skin
b. eye
c. ear
4. Vaginal
5. Rectal

UNIT V INTRODUCTION TO PHARMACOLOGY AND PHARMACOTHERAPEUTICS (cont.)

C. Preparation and Dilution-Parental Medications

1. From a vial
2. From and ampule
3. From a tubex
4. From a carpuject
5. Preparation of two (2) medications into one injection
6. IM injection sites
7. Give IM injection to mannequin
8. Subcutaneous injection sites
9. Give subcutaneous injection to another person

D. Reporting and Recording of Medications

UNIT VI PROTECTIVE MEASURES RELATED TO NURSING PRACTICE

A. Use of Thermal Treatments

1. Aqua-K pad
2. Moist compresses
3. Ice bag

B. Sterile Techniques

1. Handling sterile equipment
2. Sterile gloving
3. Changing sterile dressing

C. Reporting and Recording of Protective Measures

UNIT VII USE OF THE NURSING PROCESS IN MEETING NEEDS OF THE ELDERLY

A. Maintaining Circulatory Function

1. Ace bandage
2. Ted hose

B. Reporting and Recording

UNIT VIII USE OF THE NURSING PROCESS IN MAINTAINING ELIMINATION

A. Urinary

1. Collection of urine specimen
    a. routine
    b. clean catch

UNIT VII USE OF THE NURSING PROCESS IN MAINTAINING ELIMINATION (cont.)

2. Testing urine specimen for sugar and acetone:
    a. clinitest
    b. test tape
    c. keto-diastix
    d. acetest

3. Retention catheter
    a. irrigations
        1. open
        2. closed
    b. obtaining urine specimen from catheter
    c. removing catheter
    d. insertion of catheter

4. Reporting and recording

B. Bowel

1. Enema
    a. cleansing
    b. Fleet's

2. Reporting and recording

UNIT IX USE OF THE NURSING PROCESS TO PROMOTE COMFORT, REST, AND SLEEP

A. Administration of Oral p.r.n. Narcotic

B. Administration of Parenteral p.r.n. Narcotic

C. Reporting and Roocrding

UNIT X USE OF THE NURSING PROCESS FOR DISCHARGE PLANNING

A. Discharge Activities

1. Summary sheet
2. Referral Form

B. Reporting and Recording

METHODS OF INSTRUCTION

Lecturing-Discussion

Videotapes

Audiovisual tapes

Demonstrations-Return demonstrations

Film

Slides-microfiche

Role playing

Independent practice

Evaluation-Practicum

BASIS FOR STUDENT EVALUATION

1. The critical requirements as identified with the specific skill will be used as the basis for evaluation in individual tests.

2. The student who achieves satisfactory progress in laboratory practice and completes all individual laboratory tests satisfactorily, the grade is passing.

3. Failure to complete these requirements results in a grade of "U" (Unsatisfactory).

4. The student must demonstrate competence in the skill in the nursing laboratory before performing this skill in clinical situations.

5. Drug Calculation Test

   Passing two drug calculation tests at 90% is required in order for students to prepare and administer medications in Fundamentals. These tests will not be calculated in the overall grade. The rationale for this policy is: to insure minimum safety to administer medications, the student must be able to calculate dosages accurately.

   The nursing student will be allowed only two retakes on the drug calculation tests. The retakes are to be completed within two (2) weeks of the date of the original test as scheduled on the theory calendar.

   Students are encouraged to use the Learning Achievement Laboratory for review of mathematic problems as needed.

6. At the end of the course, a nursing skill practicum will be given covering all skills. Achievement of a grade of "Satisfactory" is required to pass the practicum. Two skills will be drawn at random and performed without guidance. When skills are not performed satisfactorily, procedure will be repeated until accomplished and an additional procedure selected. When skills are not completed satisfactorily, the student must sign up for another time to complete practicum.

7. A student who accumulates absences in excess of twice the number of weekly laboratory meeting of the course may, on the recommendation of the semester faculty, receive a "U" as a final grade for the course.

8. To be promoted, the student is required to have a minimum of a "C" average in NUR:101 Fundamentals of Nursing and satisfactory in clinical and satisfactory in NUR:102 Nursing Laboratory Practicum I.

9. If a student must repeat NUR:101 Fundamentals of Nursing, he/she must re-enroll in NUR:102 Nursing Laboratory Practicum I.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

COURSE TITLE Maternal-Newborn Nursing COURSE NUMBER NUR:103

CREDIT HOURS 4 LECTURES HOURS PER WEEK 5 LABORATORY HOURS PER WEEK 9

PLACEMENT Days-First or Second 8 weeks of 2nd semester nursing. Evenings-Spring

INSTRUCTORS Days-J. Hediger, M. Wolf, M. Lambert-Evenings: K. Bess and M. Phillips

PREREQUISITES BIO:207, NUR:101, NUR:102 with grades of "C" and concurrent enrollment in BIO:208 and NUR:105.

COURSE DESCRIPTION: A course with a family centered emphasis on nursing care of mothers and the newborn during the maternity cycle. The focus is on the normal maternity cycle, prevention of complications and the growth and development cycle from conception through the newborn period. Clinics and hospitals are utilized for laboratory experience. Pre- and post-conferences compliment and integrate the laboratory and theoretical components.

TEXTBOOKS REQUIRED:

Olds, S. et. al. MATERNAL-NEWBORN NURSING, 2nd ed. Menlo Park, CA: Addison-Wesley Publishing Co. Inc., 1983.

Rodman, M. and Smith, D. PHARMACOLOGY AND DRUG THERAPY IN NURSING, 2nd ed., Philadelphia: J. B. Lippincott Co., 1979.

Robinson, C. BASIC NUTRITION AND DIET THERAPY, 4th ed., New York: MacMilliam Publishing Co., 1980.

TEXTBOOKS RECOMMENDED:

Byrne, C. et. al. LABORATORY TESTS: IMPLICATIONS FOR NURSES AND ALLIED HEALTH PROFESSIONALS. Menlo Park, CA., Addison-Wesley Publishing Company, 1981.

CURRICULUM ORGANIZERS (Threads)

The curriculum organizers have been identified as: Self-Development, Communication, Growth and Development, Independent and Interdependent Modalities, Legal and Ethical Aspects and Health Teaching. Course objectives were developed around these organizers.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Gain knowledge and understanding of the normal and non-normal variations of the reproductive cycle and the neonatal period.
2. Identify strengths and limitations in meeting nursing needs of the patient/family and seek assistance appropriately.
3. Utilize the knowledge and skills of communication to develop a therapeutic nurse-patient/family relationship.
4. Demonstrate ability to communicate effectively with the health care team in the on-going process of providing care to the patient/family.
5. Learn and apply knowledge of legal aspects of care as related to maternal-newborn nursing as well as performing care according to agency policies.
6. Continue periodic self-evaluation and be realistic in relation to personal growth and learning experiences.
7. Demonstrate knowledge of basic principles of medical and surgical asepsis in the performance of technical skills.
8. Demonstrate, at a beginning level, the ability to carry out independent and and interdependent nursing interventions in caring for the patient/family.
9. Apply knowledge of normal growth and development concepts in caring for patient/family utilizing the nursing process.
10. Utilize the knowledge of the principles of health teaching in meeting the health education needs of the patient/family.

CLINICAL OBJECTIVES

The following are samples of clinical objectives for Maternal/Newborn. The clinical objective book is an exhibit.

Nursery:

1. List important nursing care of the circumcision; identify three complications.

2. Assist mother or observe nurse assisting a breast feeding mom. Describe what you and/or the nurse taught the mother. (Positions, breast care, nutrition).

3. Observe a newborn admission to the nursery. List legal implications and nursing responsibilities.

Postpartum:

1. Talk with a mother rooming-in. Assess the atmosphere of care and compare to care of babies in the nursery.

2. Discuss with a mother who had a vaginal delivery her feelings and reactions.

3. Care for a non-nursing mother:

   a. Did she receive medication for suppression of lactation? If so, what?
   b. If breast engorgement occurs, list comfort measures you could suggest.

Labor and Delivery:

1. Demonstrate and/or list a minimum of five specific actions a nurse could take to assist a mother during labor to minimize fear, pain, and discomfort (e.g. warm towel to lower back). Exclude from listing. Underline the effective actions, if you care for a mother in labor.

2. Observe and/or assist with admission of client in labor. List pertinent information regarding client.

3. Teach or coach client to change breathing pattern during labor. Teach someone if above. Describe specifically what was helpful.

ATTENDANCE:

Students are expected to attend all class sessions. A student who misses more than the number of weekly theory meetings of the course may withdraw or, on recommendation of the semester faculty, receive "F" for the course.

The clinical laboratory is an essential part of the course. Recommendations will be made by the instructor to the student to withdraw if the student is:

1. Absent from first week of nursing course
2. Absent from orientation to clinical areas
3. Absent in excess of one clinical day from one maternity area.

The student must notify the instructor of an absence before the scheduled clinical laboratory experience.

Lack of preparation for clinical laboratory will be equivalent to an absence. The instructor may dismiss the student and student must return to the nursing laboratory with directions for the nursing laboratory instructor.

A tardy of twenty (20) minutes or more will be equal to an absence. Instructors may refuse to admit students who are tardy. Three (3) tardies will be equal to one (1) absence.

No scheduled tests or examinations will be made up without physician's excuse or individual consideration of the situation.

TESTING:

There will be unit exams; three consisting of 30 multiple choice items and a comprehensive final examination of 90 multiple choice items.

GRADING:

Units I and II-1/5 of unit average
Unit III-1/5 of unit average
Units IV and V-2/5 of unit average
Unit VI-1/5 of unit average
3/4 of test average is unit average
1/4 of test average is final exam

GRADING SCALE:

93 - 100	A
85 - 92	B
75 - 84	C
74 & Below	F

The student must maintain a minimum of 79% average for examinations to remain in the nursing program. If on any exam you get below 79%, you are required to see the instructor.

One point for each late assignment will be deducted from the final grade. This includes the clinical objective book.

The grade for clinical practice is "SATISFACTORY" or "UNSATISFACTORY". If the clinical grade is "Unsatisfactory", the student will receive "F" for the course grade regardless of theory grade.

Periodic math tests will be given consisting of six (6) problems. If you have five (5) or six correct, you will have one (1) point added to your final grade. If you have one or two correct, you will have one point deducted from your final grade. This is after you have achieved a 79% average for examinations.

ADDITIONAL REQUIREMENTS:

Students are expected to follow the dress code identified in "Nursing Uniform Requirements in the Clinical Laboratory" and/or that which is defined by the clinical laboratory.

Students are expected to abide by the policies of the individual clinical agencies while in the agency for learning experiences and maintain the patient's right to privacy and confidentiality. The clinical agency has the right to refuse use of their facility to any student.

The student is expected to be honest.

The nursing faculty will withdraw the student from clinical laboratory if nursing practice is considered unsatisfactory. Unsatisfactory is defined as:

1. failure to meet required objectives.
2. acts which jeopardize patient safety.
3. behavior in which errors are made but not recognized and corrected.

Written assignments must be readable, in ink, or typed, with correct spelling and grammar. Unsatisfactory assignments must be resubmitted according to directions given by clinical instructor. When you resubmit an assignment and/or it's redone, be sure to return the original.

Participation in pre-and post-conferences is required.

Any student who withdraws from any required course (in the semester in which the course is required) will be withdrawn from the nursing program.

To be promoted, the student is required to have a minimum of a "C" average in theory and SATISFACTORY in clinical and in NUR:105.

Students are required to maintain an accurate record of their address and telephone number(s) on file in the nursing and with the college.

METHODS OF INSTRUCTION:

*Periodic quizzes - written and oral
*Written examinations
*Unannounced quizzes
*Special assignments - Newborn assessment, nursing care plan
*Clinical laboratory - nursing activities
*Nursing laboratory experiences
*Drug cards
*Evaluation

UNIT OUTLINE FOR NUR:103

I. Introduction to Maternal/Newborn Nursing

   A. Family centered care-philosophy
   B. Maternal-infant statistics
   C. The law and maternity care
   D. The family

II. Human Reproduction and Development

   A. Brief review of reproductive system
   B. Sexual development and sexuality
   C. Conception and fetal movement
   D. Genetic counseling

III. The Period of Pregnancy

   A. Adaptive changes in pregnancy; physical and psychological
   B. Nursing assessment/care
   C. Common discomforts and nursing care
   D. Common concerns and educational needs of parents
   E. Nutrition
   F. Preparation for parenthood
   G. Complications
   H. Fetal assessment

IV. Labor and Delivery

   A. Introduction to critical factors
   B. Maternal and fetal adaptations
   C. Intrapartal assessment
   D. Nursing care during labor
   E. Anesthesia-analgesia-nursing responsibilities
   F. Complications
   G. Operative obstetrics
   H. Emergency delivery

V. The Postpartum Period

   A. Puerperal adaptations
   B. Nursing assessment/care
   C. Attachment
   D. Follow-up care and family planning
   E. Complications
   F. Adoption

VI. The Neonate

   A. Adaptations
   B. Nursing assessment and estimation of gestational age
   C. Characteristics
   D. Nursing care
   E. Parent education

UNIT OUTLINE FOR NUR:103

VI. The Neonate (cont.)

- F. High-risk newborns
- G. Complications
- H. Parenting the high-risk infant and infant with complications
- I. Loss and Grief

NOTE: In addition to the required tectbook references, students will be given supplemental references in journals and various audio visual materials that are available in the library. Also, films will be available for students who choose to view them.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

Course Title: Nursing of Adults and Children I Course Number: NUR:104

Credit: 4 hours Lecture Hours Per Week: 5 Laboratory Hours Per Week: 9

Placement: First or Second 8 weeks of Second Semester Nursing

Instructors: M. Beck, M. Barnes

Prerequisites: BIO:207, NUR:101, and NUR:102 (with grades of "C" or better) and concurrent enrollment of BIO:208 and NUR:105

Course Description: Course designed to assist the student to acquire knowledge and skills in meeting the needs of adults and children with emphasis on adaptation to illness and hospitalization, pre- and post-operative care, fluid and electrolyte concepts, body defenses, and limitations of motion. Clinical laboratory periods include pre- and post-conferences.

Textbooks Required:

Lewis, S. and Collier I. Medical-Surgical Nursing: Assessment and Management of Clinical Problems, New York: McGraw-Hill Book Company, 1983

Smith, M. et al. Child and Family: Concepts of Nursing Practice. New York: McGraw-Hill Book Company, 1983

Rodman, M. and Smith, D. Pharmacology and Drug Therapy in Nursing, 2nd ed., Philadelphia: J. B. Lipponcott Co., 1979

Robinson, C. Basic Nutrition and Diet Therapy, 4th ed. New York: MacMillian Publishing Co., 1980

Textbooks Recommended:

Byrne, C. et al. Laboratory Tests: Implications for Nurses and Allied Health Professionals. Menlo Park, California: Addison-Wesley Publishing Co., 1981

Curriculum Organizers (Threads)

The curriculum organizers have been identified as Self-Development, Communications, Growth and Development, Independent and Interdependent Modalities, Legal and Ethical Aspects, and Health Teaching. Course objectives were developed around these organizers.

Course Objectives

Upon completion of this course, the student will be able to:

1. Identify strengths and limitations in being able to meet nursing needs of the individual with alterations due to surgery, limited motions, fluid and electrolyte imbalances, and altered body defenses and seek assistance appropriately.
2. Evaluate self periodically and realistically in relation to personal growth and learning experiences.
3. Utilize the knowledge and skills of communication to develop a therapeutic nurse-patient relationship.
4. Demonstrate the ability to communicate effectively with the health care team in the on-going process of providing care to the patient.
5. Apply knowledge of normal growth and development concepts in caring for the patient.
6. Recall developmental tasks according to Erikson and needs according to Maslow.
7. Demonstrate knowledge of principles of medical and surgical asepsis in the performance of technical skills.
8. Demonstrate, at a beginning level, the ability to carry out independent and interdependent nursing interventions in caring for the patient.
9. Identify the ethical and legal role of the nurse as health care provider and provide accordingly.
10. Perform care according to agency policies.
11. Discuss principles of the health teaching-learning process.
12. Demonstrate the knowledge and applications of teaching skills in meeting the needs of the patient.

Clinical Objectives

The student is expected to enter this course having met all previous clinical objectives. In this course, the student will be expected to integrate those clinical objectives and build upon them.

At the completion of this course, the student will be able to:

1. Share experiences in clinical laboratory conferences.
2. Demonstrate accountability for own behavior.
3. Perform according to agency policy.
4. Utilize safety as a component of all nursing actions.
5. Utilize the nursing process when caring for patients with alterations due to surgery, limited motion, fluid and electrolyte imbalances, and altered body defenses.
6. Identify principles, explain rationale, select appropriate equipment and safely perform the technical skills required in this course.
7. Apply pharmacological knowledge throughout the Nursing Process.
8. Include nutritional needs in the Nursing Process.
9. Give information and support to decrease stress of the patients undergoing tests and treatments.
10. Teach surgical patients pertinent interventions and rationale of pre- and post-operative care.
11. Discuss stressors of hospitalization upon various age groups and ways of reducing stress.
12. List appropriate play activities for hospitalized child.
13. Recall from psychology courses developmental tasks according to Erikson and needs according to Maslow.
14. Observe personnel in the Operating Room, Recovery Room, and Physical Therapy and relate their functions to patient care.
15. Utilize therapeutic communication techniques when communicating with selected patients.

16. Synthesize a written plan of patient care including:

   a. Data base derived from:

      1. description of medical diagnosis including pathophysiology
      2. subjective and objective observations including signs and symptoms
      3. drug therapy
      4. diagnostic procedures and results
      5. nutritional and hydration needs
      6. assessment of current status

   b. Nursing diagnosis
   c. Objectives or goals of care
   d. Nursing intervention
   e. Evaluation of effectiveness of care

Attendance

Students are expected to attend all class sessions. A student who misses more than the number of weekly theory meetings of the course may "withdraw" or, on the recommendation of the semester faculty, receive "F" for the course.

The clinical laboratory is an essential part of the course. Recommendations may be made by the instructor to the student for him/her to withdraw if the student is:

1. absent from first week of nursing course
2. absent from orientation to clinical area
3. absent in excess of one clinical day

The student must notify the instructor or the clinical agency of an absence before the scheduled clinical laboratory experience.

Lack of preparation for clinical laboratory will be equivalent to an absence. The instructor may dismiss the student and he/she must return to the nursing laboratory with directions for the nursing laboratory instructor.

A tardy of 20 minutes or more will be equal to an absence. Instructors may refuse to admit students who are tardy. Three (3) tardies will be equal to one absence.

Testing

There will be: (1) three unit examinations consisting of 30 to 40 multiple choice items, and (2) a comprehensive final examination of 60 (maximum) multiple choice items.

There will be three (3) math problems on each examination. 0.5 will be given for each correct math problem and added to the overall examination grade.

Grading

Grading Scale:

93 - 100	A
85 - 92	B
75 - 84	C
74 & below	F

The student must maintain a minimum of 79% average for examinations to remain in the nursing program. If on any examination you get less than 79%, you are required to see the instructor. Written assignments must receive a Satisfactory grade for course grade to be given. One point will be deducted from the final grade for each late paper or assignment.

The grade for clinical practice is "SATISFACTORY" or "UNSATISFACTORY". If the clinical grade is "Unsatisfactory", the student will receive "F" for the course grade regardless of theory grade.

Additional Requirements

Students are expected to follow the dress code as written in "Nursing Uniform Requirements in the Clinical Laboratory" and/or that which is defined by the clinical agency.

Students are expected to abide by the policies of the individual clinical agencies while in the agency for learning experiences and maintain the patients' right to privacy and confidentiality. The clinical agency has the right to refuse use of their facility to any student.

The student is expected to be honest.

The nursing faculty will withdraw the students from clinical laboratory if nursing practice is considered unsatisfactory. Unsatisfactory is defined as:

1. failure to meet required objectives
2. acts which jeopardize patient safety
3. behavior in which errors are made but not recognized and corrected

Written assignments must be readable, in ink or typed, with correct spelling and grammar. Unsatisfactory assignments must be resubmitted according to directions given by clinical instructor.

Participation in pre- and post-conferences is required.

Periodic written self-evaluations are required.

Any student who withdraws from any required course (in the semester in which the course is required) will be withdrawn from the nursing program.

To be promoted, the student is required to have a minimum grade of"C" in theory, "Satisfactory" in clinical for NUR:104, and "Satisfactory in the nursing laboratory practicum. (NUR:105)

Students are required to maintain an up-to-date record of their address and telephone number(s) on file in the nursing department.

Methods of Instruction

Lectures, class discussions, audio-visual aids, observations, individual research and study, nursing laboratory experiences, clinical laboratory experiences, testing and evaluation.

UNIT OUTLINE FOR NUR:104

I. Meeting the Needs of Selected Patients

  A. Major health problems
  B. Adaptation to illness and hospitalization throughout the life cycle
  C. Altered body image
  D. Play
  E. Preparing the child for procedures

II. Meeting the Needs of the Surgical Patient

  A. Care of the pre-operative patient
  B. Anesthesia
  C. Care of the post-operative patient

III. Meeting the Needs of Patients with Fluid and Electrolyte Imbalances

  A. Electrolytes
  B. Regulation of fluid and electrolytes
  C. Fluid and electrolyte imbalances
  D. Acid-base imbalances

IV. Meeting the Needs of Patients with Problems in Body Defenses

  A. Homeostatis
  B. Stress response
  C. External body defenses
  D. Pain
  E. Shock and hemorrhage
  F. Clotting mechanisms of the blood
  G. Antigen-antibody reactions
  H. Communicable diseases--Immunications
  I. Isolation

V. Meeting the Needs of Patients with Limitation of Motion

  A. Care of the patient with a fracture
  B. Care of the patient in a cast
  C. Care of the patient in traction
  D. Care of the patient with arthritis and related disorders
  E. Care of the patient with an amputation
  F. Care of the patient with low back pain and HNP
  G. Care of the pediatric patient with orthopedic problems

NOTE: In addition to the required textbook references, students will be given supplemental references in journals and various audio-visual materials that are available in the library.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

COURSE TITLE: Nursing Laboratory Practicum II COURSE NUMBER: NUR:105
(Maternal/Newborn Aspects)

CREDIT: 1 hour LABORATORY HOURS PER WEEK: 2

PLACEMENT: Days-First or second 8 weeks of second semester
Evenings-Spring

INSTRUCTORS: Nursing Faculty

PREREQUISITES: Concurrent enrollment in NUR:103

COURSE DESCRIPTION: This course is designed to provide the student with the practice of nursing skills and to reinforce nursing principles.

COURSE OBJECTIVES:

1. Practice, self evaluate, and acquire skill in selected aspects of nursing care as determined by concurrent course content.
2. Perform selected skills safely and effectively.
3. Utilize scientific principles in the performance of listed nursing skills.

BASIS FOR EVALUATION:

A skills booklet is given to each student with individual skills written up as a specific procedure.

Skills that must be done satisfactorily are identified. Grade of "Satisfactory" or "Unsatisfactory" is given.

To successfully complete NUR:105, students must receive a grade of satisfactory and complete lab work sheet.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

COURSE TITLE: Nursing Laboratory Prscticum II (Medical-Surgical Aspects) COURSE NUMBER: NUR:105

CREDIT: 1 hour LABORATORY HOURS PER WEEK: 2

PLACEMENT: Days-First or Second 8 weeks of second semester nursing
Evenings-Fall semester

INSTRUCTORS: Nursing Faculty

PREREQUISITE: Concurrent enrollment in NUR:104

COURSE DESCRIPTION: This course is designed to provide the student with the practice of nursing skills and to reinforce nursing principles.

COURSE OBJECTIVES:

1. Practice, self-evaluate, and acquire skill in selected aspects of nursing care as determined by concurrent course content.
2. Perform selected skills safely and effectively.
3. Utilize scientific principles in the performance of listed nursing skills.

BASIS FOR EVALUATION:

A skills booklet is given to each student with individual skills written up as a specific procedure.

Items which are required for "passing" of the skill are indicated as a critical requirement. Skills are to be practiced before attempting to "pass" them (through a check-out or return demonstration). Grade given is satisfactory or unsatisfactory.

To successfully complete NUR:105, students must receive a grade of satisfactory on all skills.

COURSE: NURSING OF ADULTS AND CHILDREN II (NUR:201)

Course Description: Course designed to assist the student to further develop knowledge and skills necessary to meet needs of adults and children with selected medical/surgical problems and exaggerated behavior problems.

Philosophy: We believe that nursing assists individuals and groups in the maintenance of health, restoration to health, adaptation to long term illness, and provision for comfort when return to health is no longer possible.

We believe that nursing education in an associate degree program prepares the graduate to provide safe care to clients with common health problems having standardized nursing interventions. The nursing student will carry out nursing interventions for individuals or groups with commonly recurring health problems in structured nursing service settings.

Conceptual Framework: The faculty has utilized Maslow's hierarchy of needs as the basis for their conceptual framework wherein each person is viewed as a social being having the right and responsibility to direct his own health-related activities.

The curriculum organizers have been identified as Self-Development, Communications, Growth and Development, Independent and Interdependent Modalities, Legal and Ethical Aspects of Health Teaching .

Course Objectives:

I. Self-Development:

1. Develop insight into one's own behavior and that of another's and recognize that the behavior of each affects the other.

2. Demonstrate awareness of the relevance of sociocultureal factors and how they influence one's value system.

3. Demonstrate awareness of one's technical competencies and areas of weakness; maintain areas of mastery while utilizing appropriate channels/sources to improve performance.

II. Communications:

1. Apply skills that foster effective communication throughout the life cycle and/or nursing process.

2. Utilize appropriate techniques of communication with peers, staff and instructors.

III. Growth and Development:

1. Identify the principles of growth and development and their influences on the individual's ability to adapt to stress.

2. Identify and implement nursing interventions that assist the individual to achieve developmental tasks and progress through a hierarchy of needs.

IV. Independent and Interdependent Modalities:

1. Assess clients with disturbed coping patterns and plan appropriate nursing interventions.

2. Identify the indications, contraindications and major considerations in the use of biological and somatic therapies.

3. Utilize safety measures and alleviate potential hazards in the environment of the emotionally or physically-stressed persons.

V. Legal and Ethical Aspects:

1. Describe the relationship between the legal and civil rights of clients, significant others, and humanistic nursing practice.

2. Administer nursing care according to agency policy.

VI. Health Teaching:

1. Teach measures of crisis theory and preventive medicine to patients and families that prevent illness and maintain health.

2. Locate and give information regarding resources to assist the emotionally and physically-stressed person and his family.

EVALUATION:

The degree to which the student has met the objectives of NUR:201 can be evaluated by:

1. The student's ability to answer specific questions on quizzes and unit examinations covering each specific area. (Retention and Recall)

2. The student's ability to communicate effectively by verbal and/or written methods. (Retention, Recall, and Application)

3. The student's level of performance in the clinical situation in caring for patients with physical and mental illnesses. (Application of knowledge)

METHODS OF INSTRUCTION:

Lectures, class discussion, role-playing, audio-visual aids, observations, individual research and study, testing and evaluation.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

UNIT OUTLINE
NUR:201
Psychosocial Nursing

I. Theoretical Bases and Process of Psychiatric Nursing Practice

- A. Concepts of Mental Health and Illness
- B. Sociocultural Aspects of Behavior
- C. Human Development and Life Turning Points
- D. Nursing Process
- E. Nurse/Client Relationship

II. Psychosocial Concepts in the General Hospital Setting

- A. Holistic Health Concepts
- B. Crisis-Suicide
- C. Psychophysiological Relations
- D. Disturbed Coping Patterns (neurotic disorders)

III. Human Distress and Dysfunction

- A. Disruptive-Destructive Lifestyles (personality disorder, substance abuse disorders, suicide)
- B. Disintegrative Life Patterns (Psychotic)
- C. Legal and Civil Rights of Patients

GASTRO - INTESTINAL

I. Introduction to the Gastrointestinal System

- A. Review of anatomy and physiology
- B. Assessment of gastro-intestinal system
- C. Terminology review
- D. Diagnostic studies of the gastro-intestingal system
- E. Review of normal nutrition

II. Problems of Ingestion, Digestion, Elimination

- A. Cleft lip/palate
- B. Dental caries
- C. Corrosion ingestion
- D. Esophogael atresia/T-E fistula
- E. Achalasia
- F. Hiatal Hernia
- G. Supplemental nutrition
- H. Obesity
- I. Nausea and vomiting
- J. Gastroschisis
- K. Celiac disease
- L. Pyloric stenosis/pylorospasm
- M. Diahrrea
- N. Constipation/hypoactive bowel
- O. Acute abdomen
- P. Malabsorption (celiac disease, lactose intolerance)
- Q. Hemorrhoids
- R. Fistulas, Fissures
- S. Pilonidal cysts

III. Other GI Conditions

- A. Obstructions
    1. Intussusception
    2. Malrotation, volvulus
    3. Imperforate anus
    4. Hirschprung's
    5. Diverticubitus
    6. Adhesions
    7. Hernia
    8. Fecal impaction
- B. Inflammatory conditions
- C. Omphalocele
- D. Abcesses and infectious processes
- E. Ulcers
- F. Cancer of the GI tract
- G. Polyps
- H. Psychosomatic responses

IV. Problems of the Liver

- A. Jaundice
- B. Hepatitis
- C. Cirrhosis

V. Problems with the Biliary Tract, Pancrease, Appendix

- A. Pancreatitis (Chronic and Acute)
- B. Cholecystitis
- C. Cholelithiasis
- D. Appendicitis

VI. Care of the Patient with Gastro-Intestinal Disorders

- A. Care during diagnostic procedures
- B. Pre-op and post-op nursing care
- C. Teaching responsibilities

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

GENITAL-URINARY

I. Introduction to the Genital-Urinary System

- A. Review of anatomy and physiology
- B. Assessment of genital urinary systems
- C. Terminology review
- D. Diagnostic studies of the genital urinary system

II. Anatomical Problems of the Genital-urinary System

- A. Hypospadius
- B. Epispadius
- C. Undescended testical
- D. Extrophy of the bladder
- E. Urethral stricture
- F. Neurogenic bladder
- G. Benign prostatic hypertrophy
- H. Vesicourethral reflux
- I. Bladder or kidney trauma
- J. Polycystic disease

III. Acquired Disorders of the Genital-urinary System

- A. Wilm's tumor
- B. Urethritis
- C. Cystitis
- D. Nephritis
- E. Pyelonephritis
- F. Acute glomerulonephritis
- G. Nephrolithiasis
- H. Renal vein thrombosis, renal artery thrombosis
- I. Renal tubular acidosis
- J. Nephrotic syndrome
- K. Nephrolithiasis

IV. Renal Failure - Uremia

- A. Acute Renal Failure
- B. Chronic Renal Failure

V. Care of the Patient With Genital-urinary Disorders

- A. Care during diagnostic procedures
- B. Pre-op and post-op nursing
- C. Teaching responsibilities

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

ENDOCRINE

I. Introduction to the Endocrine System

   A. Review of anatomy and physiology
   B. Assessment of the endocrine system
   C. Terminology review

II. Diabetis Mellitus

III. Other Endocrine Disorders

   A. Pituitary Gland Disorders

      1. Anterior pituitary disorders
         Growth hormone (Somatotropin)
         (Excess and Hypofunction)
      2. Posterior Pituitary Disorders
         Antidiuretic hormone hyperfunction
         Antidiuretic hormone hypofunction

   B. Thyroid Dysfunction

      1. Hyperthyroidism
      2. Hypothyroidism

   C. Parathyroid Dysfunction

      1. Hyperparathyroidism
      2. Hypoparathyroidism

   D. Adrenal Cortex Glands Dysfunction

      1. Hyperfunction - Cushing's Syndrome
      2. Hypofunction - Addison's Syndrome

   E. Pheochromocytoma - adrenal medulla disorder

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

ABNORMAL CELL GROWTH - CANCER

I. Introduction to Cancer

  A. Review of normal cellular growth and reproduction
  B. Statistical overview of cancer
  C. Definition and description of cancer
  D. Comparison of benign and malignant growth

II. Cancer Development

  A. Factors contributing to:
  B. Theories of cause:

III. Classification of Cancer

IV. Prevention and Detection of Cancer

V. Treatment of Cancer

  A. Goals
  B. Modalities

VI. Nursing Care of Client with Cancer

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

OBJECTIVES

I. Theoretical Bases and Processes of Psychiatric Nursing

1. Discuss the concepts of mental health and mental illness
2. Identify the major tenants of humanism
3. Relate the influence of the sociocultural environment on psychosocial nursing
4. Review developmental stages and tasks and assess the vulnerability of each group to developing maladaptive coping responses
5. Apply the nursing process to situations involving clients with psychiatric-mental health problems (include mental health assessment)
6. Relate the premises of humanistic interactionism to the psychiatric nursing process
7. Identify the phases, processes, problems and goals of the nurse/patient relationship
8. Define rapport and explain how the nurse can establish rapport with a patient
9. Describe three qualities the nurse must possess that lets the patient know that she cares about them
10. Give a description of empathy and state defining characteristics
11. Demonstrate increasing effectiveness in using therapeutic communication skills
12. Correctly identify therapeutic and non-therapeutic responses used in nurse/patient interactions
13. Identify the areas of self-awareness that you recorded

II. Psychosocial Concepts in the General Hospital Setting

1. Explain the holistic approach to life theories
2. Identify the role of stress in crisis development and/or precipitating physiological illness
3. Relate developmental and situational crisis to stratagies of crisis intervention (include child and spouse abuse)
4. Identify the techniques of crisis intervention (include nurse's role and community responsibility)
5. Relate the concepts of crisis theory and preventive psychiatry to the hospitalized person's experience
6. Begin to evaluate suicidal threats and gestures
7. Describe the process of lethality assessment
8. Identify and discuss the etiology, characteristics, and treatments associated with psychophysiological reactions
9. State psychiatric nursing interventions designed to help clients who suffer from these syndromes function at an optimal level
10. Distinguish between constructive and destructive coping mechanisms

11. Identify the behaviors of clients with disturbed coping patterns
12. Assess clients with disturbed coping patterns and plan interventions for anxiety, dissociative, somatoform and affective disorder patterns (implies knowing the behavior)
13. Discuss the dynamics of the concepts of control, balance, stress, and anxiety in relation to the major disturbed coping patterns identified above
14. Compare and contrast therapeutic groups and self-help groups in relation to desired outcomes (the role of the nurse)
15. List the classification, action, use, side effects, and nursing implications of the following minor tranquilizers:

    a. Chlordiazepoxide (Librium)
    b. Oxazepam (Serax)
    c. Diazepam (Valium)

16. List the classification, action, use, side effects, and nursing implications of the following antidepressants:

    a. MAO Inhibitors: Tranylcypromine (Nardil)
       Isocarboxazide (Marplan)

    b. Tricylic: Amitriptyline (Elavil)
       Imipramine (Tofranil)
       Doxepin HCl (Sinequan)
       Desipramine (Norpramine)

17. List the objectives of an agency in your community which deals with problems in at least one of the following areas: drug abuse, alcohol addiction, child abuse, wife beating, rape, suicide, runaways.

III. Human Distress and Dysfunction

1. Compare and contrast characteristics of disturbed personal coping patterns and disruptive personal life-styles (include defense mechanism used)
2. Analyze impulsive, addicted, compulsive, dependent, and eccentric life-styles
3. Plan nursing intervention for the disruptive life-style presented above.
4. Given descriptions of patients in the hospital, underline the symptoms that would cause you to suspect an addiction to chemicals. (This includes drugs and alcohol)
5. List two approaches with appropriate rationale for the treatment of chemically dependent people, including family involvement and agencies required.
6. List three physical complications that can occur to a patient with delirium tremens and the nursing actions that you could take to decrease or prevent each.
7. Compare and contrast the characteristics of disintegration of perception, thought, affect and motivation.
8. Describe the classification of schizophrenia and affective psychosis and list ovservable behaviors

III. Human Distress and Dysfunction (cont.)

9. Describe in writing strengths and weaknesses that your particular patient has in each of the following areas: participation with others (socialization), communications, self-esteem, comfort and degree of anxiety, meeting biological needs, and testing reality. Include appropriate nursing interventions.
10. Identify one condition in which each of the following behaviors occur: the patient shows he is anxious, depressed, elated, withdrawn, suspicious, antisocial, or deviant. Describe two nursing interventions for each behavior.
11. Identify the indications, contraindications, and major considerations in the use of biological therapies such as ECT and chemotherapy.
12. List the classification, action, use, side affects and nursing implications of the following major tranquilizers:

    a. Chlorpromazine HCl (Thorazine)
    b. Thioridazine HCl (Mellaril)
    c. Haloperidal (Haldol)
    d. Fluphenazine HCl (Prolixin)

    and of the psychotropic Lithium

13. Describe the relationship between the legal and civil rights of mental and humanistic nursing practice.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

NUR:202 Nursing of Adults and Children II

Credit hours: 8
Equivalent of 5 hours lecture, 9 hours clinical laboratory per week.

Catalog Description:

Course designed to assist the student to further develop knowledge and skills necessary to meet needs of adults and children with selected medical-surgical problems. Clinical laboratory periods include pre- and post-conferences.

Course Requirement: Nursing Program

Primary purpose of NUR:202, Nursing of Adults and Children III, within the nursing department, is to further develop knowledge and skills necessary to meet the needs of adults and children with common health problems related to oxygenation and oxygen delivery, neuro-hormonal regulation, sensory impairment and selected topic (burns).

The relationship of NUR:202, Nursing of Adults and Children III, to college objectives and to other instructional areas. NUR:202 Nursing of Adults and Children III is a required course in the nursing department for an Associate of Applied Science degree. This course, as others in nursing do, assists in preparing the students who desire to become registered nurses within a community college setting.

Degree requirement for: Associate in Applied Science (Nursing)

Course prerequisites: NUR:201 and NUR:203 with grade of "C" or above.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

NUR:202 Nursing of Adults and Children III

Credit hours: 8
Equivalent of 5 hours lecture, 9 hours clinical laboratory per week.

Catalog Description:

Course designed to assist the student to further develop knowledge and skills necessary to meet needs of adults and children with selected medical-surgical problems. Clinical laboratory periods include pre- and post-conferences.

Course Requirement: Nursing Program

Primary purpose of NUR:202, Nursing of Adults and Children III, within the nursing department, is to further develop knowledge and skills necessary to meet the needs of adults and children with common health problems related to oxygenation and oxygen delivery, neuro-hormonal regulation, sensory impairment and selected topic (burns).

The relationship of NUR:202, Nursing of Adults and Children III, to college objectives and to other instructional areas. NUR:202 Nursing of Adults and Children III is a required course in the nursing department for an Associate of Applied Science degree. This course, as others in nursing do, assists in preparing the students who desire to become registered nurses within a community college setting.

Degree Requirement for: Associate in Applied Science (Nursing)

Course Prerequisites: NUR:201 and NUR:203 with grade of "C" or above.

Projected enrollment per section each semester: 10

Number of sections offered each semester: 3 or more based on enrollment (number of students divisible by ten equals number of sections)

Anticipated frequency of course offering: Fall, Spring

Learning Objectives of the Course.

1. Utilizes therapeutic communication techniques.

2. Utilizes appropriate channels of communication within a clinical agency.

3. Records and reports pertinent objective information for each assigned patient.

4. Administers nursing care within the nursing profession's legal and ethical boundaries.

5. Integrates learning from different sources in evaluating self during the transition from student to graduate role.

6. Implements the nursing process when assigned to provide nursing care for groups of patients.

7. Utilizes concepts derived from physical, biological, behaviorable, social and nursing sciences when implementing the nursing process with assigned groups of patients.

8. Demonstrates an understanding of growth and development concepts when administering nursing care to adults of various ages on a medical or surgical unit.

9. Adapts health teaching to culture and level of knowledge and resources of patients and their significant others.

CONTENT OUTLINE

I. Problems of Oxygenation Acquisition

    A. Assessment of respiratory acquisition
    B. Nursing care of the patient with upper respiratory system problems
    C. Nursing care of the patient with trachea/larynx problems
    D. Nursing care of the patient with lower respiratory system problems
    E. Nursing care of the patient with oxygen therapy
    F. Nursing care of the patient with chest trauma/surgery
    G. Nursing care of the patient with restrictive respiratory disorders
    H. Nursing care of the patient with vascular lung disorders
    I. Nursing care of the patient with obstructive pulmonary disease
    J. Nursing care of the patient with acute respiratory problems

II. Problems of Oxygen Delivery

    A. Assessment of cardiovascular system
    B. Nursing care of the patient with cardiac problems
    C. Nursing care of the patient with inflammatory and valvular heart disease
    D. Nursing care of the patient with blood dyscrasias

        1. Assessment of the hematologic system
        2. Nursing care of the patient with hematologic problems

    E. Nursing care of the patient with vascular disorders
    F. Nursing care of the patient with blood pressure disorders

III. Problems of Neural Regulation

    A. Assessment of the nervous system
    B. Nursing care of the unconscious patient
    C. Nursing care of the patient with chronic neurologic problems
    D. Nursing care of the patient with a stroke
    E. Nursing care of the patient with peripheral nerve problems
    F. Nursing care of the patient with spinal cord injury
    G. Nursing care of the patient with increased intracranial pressure

IV. Problems with Sensory Input

    A. Assessment of vision
    B. Nursing care of patient with problems of vision
    C. Assessment of hearing
    D. Nursing care of the patient with hearing impairment

V. Problems of the Patient with Burns

    A. Nursing care of the patient with burns

SAMPLE OF CLINICAL OBJECTIVES

The following is a sample of clinical objectives related to the curriculum objective "Carry out modalities in ways that reflect intellectual, interpersonal and technical skills" and the related course objective "utilizes concepts derived from physical, biological, behavioral, social, and nursing sciences when implementing the nursing process with assigned groups of patients."

1. Maintain ability to perform required objectives from previous nursing nursing courses.

   Methods of Instruction:

   Required readings/assignments
   Class discussion
   Lectures
   Audio-visual aids
   Role-playing/clinical practice
   Demonstration
   College laboratory practice

   Methods of Evaluation:

   Written assignments
   Unit examinations
   Comprehensive final examination
   Attendance
   Clinical papers
   Clinical performance
   Pre/post conferences

2. Implements the nursing process to provide nursing care for an assigned group of patients.

3. Utilizes concepts of organization and management to provide nursing care for a group of patients.

4. Implements preventive, therapeutic and palliative measures for patients with potential or acute peripheral vascular disorders.

5. Applies medical and surgical asepsis theory while carrying out nursing care.

6. Assesses the nutritional status of patients including fluid and electrolyte balance.

7. Implements preventive, therapeutic, and palliative measures related to the oxygen acquisition and delivery needs of patients.

SAMPLE OF CLINICAL OBJECTIVES (cont.)

8. Utilizes knowledge of pharmacologic agents prescribed for frequently occuring conditions found in adults of various ages.

9. Intervense effectively in crisis situations.

10. Utilizes theory related to body mechanics and alignment to move, position, and ambulate patients with safety and comfort.

11. Implements measures that facilitate removal of metabolic by-products from the body.

12. Implements preventive, therapeutic, and palliative measures for patients with acure or chronic disorders of the nervous system.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK

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Course Title: CONTEMPORARY NURSING

Course Number: NUR:203

Credits: 1 Credit Hour - 1 Lecture Hour per week

Instructor: Sue Meiner

Placement: Third Semester

Pre-requisites: NUR:103 and NUR:104

Course Description: Study of selected topics related to the development of nursing practice and education, professional organizations, ethical-legal aspects, current issues and trends.

Course Objectives are identified under the curriculum threads of the program.

Communications:

1. Recognize personal behaviors that contribute to job success.
2. Interpret an organizational chart for a health agency to determine the designed plan of communications.

Legal and Ethical Aspects:

3. Interpret the Missouri Nurse Practice Act.
4. Identify legal issues related to maintenance of patient safety.
5. Explain the elements of and protection against malpractice.
6. Discuss interpretation of the ANA Code for Nurses.
7. Recognize how national organizations such as American Nurses' Association and National League for Nursing influence health care including health legislation.

Self-Development:

8. Identify educational avenues for career development.
9. Recognize the importance of maintaining current knowledge and skills in nursing.

10. Discuss the issue of mandatory continuing education.

11. Correlate advances in nursing in the U.S. with significant periods of history.

Evaluation:

Midterm: 25%
Comprehensive Final Examinations: 60%
Written work: 10%
Class participation: 5%

Grading Scale:

100-94	A
93-86	B
85-79	C
78-Below	F

Teaching Methods:

1. Lecture
2. Class participation
3. Audio-visual aids
4. Reading and writing assignments

NUR:203

COURSE OUTLINE - CONTEMPORARY NURSING

I. Nurse Practice Act

II. ANA Code for Nurses

III. Legal Aspects

IV. Nursing Organizations

V. Obtaining, Filling, and Resigning from a Position

VI. Education

VII. Nursing History

VIII. Issues in Nursing

UNIT I: Nurse Practice Act

Bibliography: Read nurse practice act: Handout:

1. Define the purpose of licensing.
2. Determine how licensing is established.
3. List and define two basic kinds of licensing laws for individuals.
4. List the four basic elements of a nurse practice act.
5. Determine differences and similarities in states' licensing laws.
6. Determine who administers the licensing laws in the United States for proressional nursing.
7. Determine whom the Board of Nursing represents.
8. Determine the main functions of the State Board of Nursing.
9. List the main functions of the State Board of Nursing.
10. Determine how a person qualifies for a license as a nurse.
11. Explain good moral character as interpreted by the Missouri State Board of Nursing.
12. Determine what the initials R.N. signify.
13. State fee for renewal of license in the state of Missouri.
14. Determine where you are legally entitled to use the initials R.N.
15. Determine new procedure for reinstatement of lapsed license.
16. Determine necessary age to be licensed as a registered nurse in Missouri.
17. Define interstate licensure.
18. Determine if interstate licensure is automatic if registered in one state.
19. Determine the process by which you can become registered in the state in which you desire to practice and obtain information on the required procedure.

20. Identify components of the Nurse Practice Act.

21. Determine the meaning of the initials "G.N."

22. Recognize the new requirements of the Missouri State Board of Nursing for repeating the licensing examination.

23. Recall the new passing score for the comprehensive state board of nursing examination.

UNIT II: ANA Code for Nurses

1. State origin of the code.

2. Discuss the purpose of the code.

3. Be able to explain each code as it relates to nursing practice.

Assignment: Read the ANA Code for Nurses--copies available in the Bookstore.

UNIT III: Legal Aspects

1. Formulate a workable definition of the term "law".
2. Contrast common law from civil law.
3. Recognize the definitions of the following kinds of laws:
   Statutory
   Administrative
4. Describe negligence as it relates to legal liability in nursing.
5. Determine a difference between negligence and malpractice.
6. Describe at least five examples of common acts of negligence.
7. Describe contributory negligence.
8. Define criminal negligence.
9. Describe the statement, "A good nurse-patient relationship can be a form of malpractive insurance".
10. Differentiate between assault and battery.
11. List the four elements which must be present for liability to be imposed for professional negligence. (Malpractice)
12. Describe Good Samaritan legislation.
13. Determine if liability charges can be imposed for disclosing confidential information regarding a patient in your care.
14. Recognize the legal implications in charting.

Assignment: 1. View film strip in N.F.S610. 73N9758 "The Nursing Team and the Law" located in the Self-Instruction Center in the Library.
2. Read material attached

REFERENCES

Creighton, Law Every Nurse Should Know. W.B. Sanders Co., 1975. (On reserve in the Library.)

Blinweig, Eli, Nurses' Liability for Malpractice. McGraw-Hill Co., (Self-Instruction Center.)

Willis, p. 102-Tort - Civil wrong arising from a person's failure to use care in his contact with other persons, or his failure to refrain from injuring the person or property of another. The person who has committed a tort has usurped the rights of another person...breach of a duty imposed by law...may not have element of intent...tort against an individual. STATE WON'T PROSECUTE YOU, BUT AN INDIVIDUAL MAY.

Crime - A wrong punishable by the state. With or without criminal intent. Crime committed against the state. Same action can be tortious and criminal.

UNIT IV: NURSING ORGANIZATIONS

1. Interpret the purpose of the American Nurses' Association.
2. Determine who is eligible to belong to the American Nurses' Association.
3. Review information letter from Missouri Nurses' Association 3rd District and cost of ANA membership.
4. Review the structure of ANA.
5. Review the proposed structural changes that ANA considered in 1980.
6. List the four commissions of the ANA and state the purpose of each.
7. State the purpose of the Congress for Nursing Practice.
8. Define the purpose of the biennial conventions of the ANA.
9. Briefly describe the certification program sponsored by the ANA.
10. Interpret the purpose of the National League for Nursing.
11. Describe the types of membership in the National League for Nursing.
12. Briefly describe the NLN program and services.
    a. Consultation
    b. Accreditation
    c. Testing
    d. Research
    e. Information
    f. Conference and workshops
13. Contrast the membership eligibility of the NLN and ANA.

UNIT V: Obtaining, Filling and Resigning from a Position

1. List means of locating a position.
2. List major philosophical areas to investigate for a position.
3. List methods used in applying for a position.
4. Discuss in no more than 100 words why a letter of application is important.
5. Explain what a letter of application should include.
6. Discuss why writing a resume for your first job may be of value.
7. Describe critical behaviors for an interview.
8. Explain (list) pertinent questions to be asked during an interview.
9. Recognize value of sending a thank you within five days of your interview.
10. Describe employment standards recommended by the Missouri Nurses Association.
11. Identify the importance of a review of organizational charts.
12. Define "hospital policy".
13. List five areas of fringe benefits you need to clarify in orientation.
14. List nursing service policies to be clarified.
15. List behaviors on which occupational success is founded.
16. Discuss the nurse's responsibility after accepting a position.
17. List causes of failure in the job.
18. List your responsibilities when a position.
19. List points which a letter of resignation should include.

UNIT VI: EDUCATION

1. Explain the rationale for the concept of continuing education.

2. Determine how you might update knowledge and skills.

3. Discuss mandatory us. voluntary continuing education.

4. Differentiate between the positions of the American Nurses' Association and the National League for Nursing on continuing education.

5. List types of degrees available in Nursing and why each might be sought. Interpret the concern in nursing toward colleges which do not offer a degree in nursing but appeal to nurses.

- -

Assignment: Read Styles & Wilson, "The Third Resolution." Nursing Outlook, January, 1979. (Article on reserve in Library)

UNIT VII: NURSING HISTORY

1. Describe the effects of Christianity on nursing.
2. Categorize reasons that women entered Monastic life.
3. Describe the Dark Period in nursing.
5. Contrast the strengths and weaknesses of nursing in the Medieval Period.
6. Explain whey the "educated nurse" is associated with Florence Nightingale.
7. Describe nursing in the U.S.A. during the Civil War.
8. Name important contributors to nursing in the United States.
9. Analyze nursing education in the United States between 1900-1912.
10. Describe nursing in the U.S.A. during:

    World War I
    Depression
    World War II

11. Summarize the changes in nursing since 1945.

UNIT VIII: ISSUES IN NURSING

1. Identify Levels (categories) of Practice.
2. Discuss licensure for nursing (all levels).
3. Define collective bargaining in nursing.
4. Describe the ADN Competency Statement.
5. Discuss how DRG's are affecting nursing practice.

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

NUR:204 Management Skills in Nursing

Credit Hours: 3

Equivalent of 16 hours of class and 96 hours of clinical laboratory during the summer.

Catalog Description:

Includes theory and practicum in principles of managing the care of a group of patients. The student will participate actively in the role of a beginning staff nurse under the guidance of agency staff and instructor.

Course Requirement for Nursing Program

Primary purpose of NUR:204, Management Skills in Nursing, within the Nursing Department, is to give the student an opportunity to function in a role similar to that of the graduate nurse in a structured care setting. This includes guided supervision of others in the technical aspects of nursing care and functioning as a member of the health team.

The relationship of NUR:204, Management Skills in Nursing, to College objectives, and to other instructional areas:

> NUR:204, Management Skills in Nursing, is a required course in the Nursing Department for an Associate of Applied Science degree. This course assists the student in the transition to the graduate nurse role in the structured care setting of an acute or extended care facility.

Degree Requirement for: Associate in Applied Science (Nursing)

Course Prerequisites: Prior or concurrent enrollment in NUR:202

Projected enrollment per section each semester: 10

Number of sections offered each semester: 3 or more based on enrollment (number of students divisible by ten equals number of sections)

Anticipated frequency of course offering: Fall, Spring

LEARNING OBJECTIVES OF THE COURSE

1. Demonstrates effective verbal and non-verbal communication abilities when working with patients, their significant others, agency personnel and peers.
2. Administers care within the legal and ethical boundaries of nursing practice guidelines in the state of Missouri and specific to policies of the health care agency.
3. Applies knowledge of growth and development in working with others and assessing patients and planning and providing care to groups of patients.
4. Utilizes principles of organization and management in the transition to a beginning staff nurse role with responsibility for the nursing care of groups of patients.
5. Recognizes patient's needs for health teaching and participates in teaching.
6. Experiences role transition to beginning staff nurse through active participation that is guided by an instructor and agency nursing staff.
7. Utilizes the nursing process and management theory in solving patient care problems.

CONTENT OUTLINE

I. Nursing Leadership and Management
II. Human Behavioral Implications
III. Styles of Leadership/Management
IV. Organizational Structure in Management Systems
V. Roles of Nursing Personnel
VI. Implications of Staffing Process or Patterns of Nursing Care
VII. The Planning Process
VIII. Direction at First-level Management
IX. Communication Process in Management
X. Conflict Resolution
XI. Quality Assurance

Methods of Instruction Include:

Required readings/assignments
Class discussion
Lecture
Audio-visual aids
Demonstration
Role-playing
College laboratory practice
Clinical practice

Methods of evaluation include:

Written assignments
Attendance
Unit examinations
Comprehensive final examination
Pre/Post conferences
Individual conferences
Clinical papers
Clinical performance

Sample of Clinical Objectives:

Receives and gives an accurate, pertinent report on a group of patients.

Follows clinical agency policies regarding assignments of staff and actions of self.

Applies knowledge of growth and development in planning and implementing care to meet patient's needs.

Shows effective organization and management of tasks in the transition to a beginning staff nurse role.

Identifies health teaching needs and provides health teaching.

Documents self-evaluation of the experiences in the role of beginning staff nurse and develops goals and evaluates how these goals were met or not met.

4/84: RAL, MPE, PAH

APPENDIX E

CREDIT BY EXAMINATION AND ADVANCED STANDING PROCEDURES FOR NURSING COURSES

CREDIT BY EXAMINATION AND ADVANCED STANDING PROCEDURES FOR NURSING COURSES

Some persons are eligible for and interested in obtaining credit by examination in one or more of the required nursing courses in the Nursing Program at St. Louis Community College at Forest Park.

Who can take a credit by examination test. Persons who have been admitted to the college as regular students and have been accepted for admission into the Nursing Program may seek credit by examination if they meet one of the following criteria:

1. Persons who may seek credit by examination:
    - A. Licensed Practical Nurse
    - B. Students from a Diploma Nursing Program
    - C. Military medic with satisfactory proficiency rating
    - D. Hospital Technician whose Head Nurse/Director of Nursing Service Education has submitted a letter concerning clinical ability and safety in areas included in Fundamentals of Nursing

2. Persons who may apply for advanced standing:
    - A. Student transferring from an accredited collegiate professional nursing program with successful completion of one or more nursing courses.
    - B. Student previously enrolled in a St. Louis Community College nursing program who has not been enrolled in a nursing course within the past two semesters.

Credit by examination. Fundamentals of Nursing (Nursing 101), a nursing theory course, is the first course to be tested. When this is completed successfully, the concomitant course, Nursing Laboratory Practicum (Nursing 102), is next tested by demonstrating practical knowledge of this course's designated laboratory skills. Following successful completion of Nursing 102 testing, a person may elect to take credit by examination tests for second semester nursing courses with the following restrictions:

1. One's transcript and other documents such as course descriptions or course outlines need to indicate previous successful completion of a course's theory and laboratory content.

2. Nursing Laboratory Practicum II (Nursing 105) must be successfully tested concomitant with Nursing 103 and/or Nursing 104 and prior to taking a credit by examination test in any second year nursing course.

3. College policy states that "a student expecting to receive a degree from the Junior College District must enroll in residence for at least the final fifteen hours of his program, not to include any hours earned by examination." (1) Therefore Nursing of Adults and Children III and Management Skills in Nursing cannot be challenged for credit by examination.

When can you take these examinations. Credit by examination tests are given during the last two weeks of Fall and Spring Semesters. The examinations are taken the semester before enrollment in any nursing course.

What is included in this examination procedure. A final examination, or its equivalent, is used for the theory part of the process. A passing grade on this written test is 79 percent or above. After success on the written test, the student demonstrates practical knowledge of the course's designated laboratory skills. A grade of Satisfactory on each laboratory skill is required. Successful completion of both the written and demonstration tests is needed prior to taking another test for a more advanced nursing course.

What has to be completed before taking a credit by examination test. The pre-testing requirements are as follows:

1. Admission to the college as a regular student.
2. Achievement of a passing grade on the mathematics proficiency examination.
3. Achievement of an eleventh grade or above reading level on the reading profieiency examination.
4. Acceptance into the Nursing Program at St. Louis Community College at Forest Park.
5. Provision of evidence of eligibility such as license, official transcript, certificates, letters. An applicant may be requested to provide course descriptions and/or course outlines.
6. Payment for the credit by examination at the Office of the Campus Cashier (U-122) and presentation of receipt for same to the staff member proctoring the written portion of the procedure. The cost for credit by examination is determined by the College.

How does one make an appointment to take an examination for credit. Interested persons may contact the Chairperson of the Nursing Department at 644-9315. Persons may also call this number if additional information is needed.

Credit by examination results are used to determine a student's placement in the Nursing Program on a space-available basis.

(1) JCD Administrative Procedures Manual, Section 5.7

Adopted: November, 1976
Revised: January, 1977
Revised: January, 1978
Revised: November, 1980
Revised: May, 1983
Revised: September, 1983

NUR:102: Nursing Laboratory Practicum I Laboratory Skills

- Handwashing
- TPR/BP taking and recording
- Occupied bedmaking
- Positioning - any one position as designated by lab instructor
- Bathing a patient
- Placing a patient on bedpan
- Charting related to A.M. care
- Apical pulse
- Setting up and administering oral, topical, rectal medications
- Strict isolation technique
- Handling sterile equipment
- Preparation of two (2) medications into one injection (Tubex and vial)
- I.M. injection sites
- Subcutaneous injection sites
- Give I.M. and subcutaneous injections
- Obtain urine specimen from catheter
- Tube feeding
- Sterile gloving
- Catheterization

APPENDIX F

TOOLS FOR EVALUATION

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

CRITERIA FOR DAILY CLINICAL PERFORMANCE

The following criteria will be utilized by you and your instructor to evaluate your daily clinical performance.

SATISFACTORY	UNSATISFACTORY
A. Demonstrates responsibility for personal and professional actions.	A. Fails to demonstrate responsibility for personal and professional actions.
1. Follows school and agency policies.	1. Refuses regularly to follow school or agency policies, e.g., dress code for clinical experience, charting format.
2. Recognizes strengths and limitations. a. Identifies strengths and limits in a given situation. b. Seeks help from appropriate person. c. Engages only in nursing activities that fall within realm of competence. d. Sets realistic goals for achievement with increasing self-direction, based on recognition of personal needs.	2. Fails to recognize strengths and limitations. a(1). Overestimates performance. a(2). Underestimates performance. b. Avoids seeking direction from instructor or other appropriate person. c. Engages in nursing activities beyond level of competence. d(1). Continually attempts to justify behavior. d(2). Continually repeats error following review of problem. d(3). Argues or responds unfavorable to suggestions. d(4). Needs excessive direction to carry out assignments.
3. Attendance a. Present for all clinical labs. b. Arrives punctually.	3. Attendance a. Absent from clinical experience without notifying instructor prior to experience. b. Arrives late to clinical experience.
4. Selects clinical experience appropriately.	4. Fails to select clinical experiences that further learning.

SATISFACTORY	UNSATISFACTORY
5. Prepared for clinical experience based upon identified objectives.	5. Is unprepared for clinical experience. a. Does not have pre-preparation assignment completed. b. Does not use information presented in class.
6. Time utilization: a. Completes assignment(s) within alotted time.	6. Time utilization: a(1). Fails to complete assignment(s) within allotted time. a(2). Delays in doing assignment during clinical experience, although finally does it.
b. Communicates with appropriate person if unable to fulfill responsibilities.	b. Fails to communicate with appropriate person if unable to fulfill responsibilities.
c. Performs activities at assigned time, e.g., administer medication, taking vital signs, etc.	c. Fails to perform activities at assigned time.
d. Uses clinical experience time purposefully, taking advantage of extra learning opportunities in the agency.	d. Does not use clinical time to fullest advantage. Fails to use time to benefit client and self, e.g., socializing, etc.
7. Demonstrates willingness to help others, e.g., answers call light of unassigned client, offers to assist others when own assignment completed, etc.	7. Does not work cooperatively with others.
8. Acknowledges own errors. a. Recognizes occurrence of error(s).	8. Fails to acknowledge own errors. a. Fails to recognize error(s).
b. Reports error(s) when confronted.	b. Fails to acknowledge error(s) when confronted.
c. Reports error(s) to appropriate person(s).	c. Fails to report error(s) to appropriate person.
d. Corrects error(s) when possible and reports same.	d. Fails to correct error(s) when possible. e. Corrects error(s), but fails to report.
9. Demonstrates patience with others.	9. Demonstrates impatience with others.

SATISFACTORY	UNSATISFACTORY
10. Demonstrates sound judgment and common sense. a. Make decisions based on valid data. b. Make decisions based on priority. c. Performs in safe and ordinal manner. d. Acts in a way that a reasonable, prudent, and competent student at a comparable level would perform.	10. Fails to demonstrate sound judgment and common sense. a. Make decisions intuitively. b. Fails to make decisions based on priority. c. Fails to perform in safe and ordinal manner. d. Fails to act in a way that a reasonable, prudent student at a comparable level would perform.
11. Performs assigned activities without undue anxiety.	11. Manifests overt signs of anxiety, e.g., inability to listen or follow directions which are understood by others; easily distracted by environmental stimuli; cries without provocation; licks dry lips constantly; many extraneous movements; pacing when it would be appropriate to sit; giggles inappropriately, etc.
12. Maintains professional confidence.	12. Discusses problems(s) of client(s), staff, and/or institution in inappropriate places (elevator, hallways, lounge, cafeteria, home, etc.).
13. Able to adapt when circumstances change, e.g., planned assignment not available, change in client's status, etc.	13. Demonstrates difficulty to adapt when modification is appropriate.
14. Behavior indicates self-confidence.	14. Needs excessive amounts of guidance to deal with a situation or displays over confidence.
B. Communications	B. Communications
1. Uses therapeutic communication techniques.	1. Fails to communicate. a. Talks inappropriately to or about the patient, e.g., talks to patient only on social level, makes derogatory remarks about patient either within his hearing range or with health team members, freely relates patient's confidential matters, talks about patient as if patient is a bundle of irrelevant material, talks over the patient to someone else--treating patient during care as if he were not present.

SATISFACTORY	UNSATISFACTORY
	b. Converses inappropriately with patient most of the time, e.g., says little or nothing during care, not even social pleasantries; personal aspects of own life. c. Is very directive toward patient; tells patient what he should do, think, or feel.
2. Gives clear directions to client/visitors.	2. Does not make self clear when communicating with others.
3. Collects nursing data objectively.	3. Collects nursing data subjectively; interprets inaccurately the actions or statements of others.
4. Responds appropriately to directives from others.	4. Fails to respond appropriately to directives from others. a. Asks repeatedly for instructor to repeat basic directives about assignments. b. Repeats incorrectly the explanation just given. c. Initiates action without comprehending directives.
5. Listens attentively while others speak.	5. Listens ineffectively while others speak.
6. Responds in context to others' contributions.	6. Responds with or introduces irrelevant content.
7. Takes initiative in conference discussion.	7. Fails to take initiative. a. Demonstrates preparation independent of conference, but does not participate in discussion. b. Demonstrates lack of preparation in discussion.
8. Demonstrates ability to lead or follow in peer conference groups in a reciprocal manner.	8. Fails to demonstrate ability to lead or follow in peer conference groups in a reciprocal manner. a. Does not participate in conference discussion with instructor and/or peer encouragement. b. Monopolizes conference time.

SLCCFP/N

DAILY CLINICAL EXPERIENCE EVALUATION

Date	STUDENT'S EVALUATION				INSTRUCTOR'S EVALUATION			
	SAT.	UNSAT.	N.A.	COMMENTS	SAT.	UNSAT.	N.A.	COMMENTS
1. RESPONSIBILITY FOR PERSONAL AND PROFESSIONAL ACTIONS								
2. RECOGNIZES STRENGTHS AND LIMITATIONS								
3. ATTENDANCE								
4. SELECTS CLINICAL EXPERIENCES APPROPRIATELY								
5. PREPARED FOR CLINICAL								
6. TIME UTILIZATION								
7. COOPERATIVE								
8. ACKNOWLEDGES ERRORS								
9. PATIENCE WITH OTHERS								
10. JUDGMENT AND COMMON SENSE								
11. ANXIETY LEVEL								
12. CONFIDENTIALITY								
13. ADAPTABLE								
14. SELF-CONFIDENCE								
COMMUNICATION								
ONE-TO-ONE (1,2,4,5,6,9)								
GROUP SITUATIONS (4,5,6,7,8,9)								
DATA COLLECTION (3)								
CHARTING (10)								
REPORTING (11)								

COMMENTS:

STUDENT SIGNATURE ______________________

Objectives I completed today #

INSTRUCTOR SIGNATURE ______________________

Objectives you need to redo #

SATISFACTORY	UNSATISFACTORY
9. Show appropriate affect.	9. Fails to show appropriate affect. a. Manifests inappropriate affect, e.g., continuous smile or apathy; giggle when instructor talks to students about routine or serious matters; overt signs of anxiety; unusual actions; fluctuates between marked involvement with patients, marked indifference with patients; shows marked feeling change in brief period of time, etc. b. Conveys regularly a response of superficiality or casualness when situation demands serious or thoughtful demeanor.
10. Charts pertinent information concisely, correctly, understandably, and with no more than two errors.	10. Fails to chart pertinent information. a. Has more than two errors. b. Contains incorrect and/or irrelevant information. c. Uses incorrect terminology.
11. Reports significant data to appropriate person.	11. Fails to report significant data to appropriate person.

Revised 6/80

SLCCFP/N

DAILY CLINICAL EXPERIENCE EVALUATION

Date	STUDENT'S EVALUATION				INSTRUCTOR'S EVALUATION			
	SAT.	UNSAT.	N.A.	COMMENTS	SAT.	UNSAT.	N.A.	COMMENTS
1. RESPONSIBILITY FOR PERSONAL AND PROFESSIONAL ACTIONS								
2. RECOGNIZES STRENGTHS AND LIMITATIONS								
3. ATTENDANCE								
4. SELECTS CLINICAL EXPERIENCES APPROPRIATELY								
5. PREPARED FOR CLINICAL								
6. TIME UTILIZATION								
7. COOPERATIVE								
8. ACKNOWLEDGES ERRORS								
9. PATIENCE WITH OTHERS								
10. JUDGMENT AND COMMON SENSE								
11. ANXIETY LEVEL								
12. CONFIDENTIALITY								
13. ADAPTABLE								
14. SELF-CONFIDENCE								
COMMUNICATION								
ONE-TO-ONE (1,2,4,5,6,9)								
GROUP SITUATIONS (4,5,6,7,8,9)								
DATA COLLECTION (3)								
CHARTING (10)								
REPORTING (11)								

COMMENTS:

STUDENT SIGNATURE ______________________ INSTRUCTOR SIGNATURE ______________________

Objectives I completed today #

Objectives you need to redo #

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

NUR:101 FUNDAMENTALS OF NURSING
CLINICAL EVALUATION

STUDENT NAME ______________ MID-TERM ______________ CLINICAL GRADE ________

SEMESTER ______________ ABSENCE ______________ TARDY ________

STUDENT COMMENTS:

POSITIVE POINTS:

THINGS I NEED TO WORK ON:

INSTRUCTOR COMMENTS:

STUDENT SIGNATURE ______________ INSTRUCTOR SIGNATURE ______________ CONF. DATE ________

NURSING FUNDAMENTALS NUR:101

STUDENT - CLINICAL PERFORMANCE EVALUATION

Key to Evaluation:

0 = 1. Work of inferior quality
2. Inability to transfer knowledge
3. Requires constant guidance
4. Failure to accomplish assignments as required for the course.
5. Inability to follow directions

1.0 = 1. Skill performance and written assignments demonstrate limited ability to transfer knowledge.
2. Incomplete written assignments
3. Frequent guidance needed

2.0 = 1. Satisfactory performance of fundamental technical skills
2. Average ability to transfer acquired knowledge
3. Average amount of guidance required

3.0 = 1. Demonstrates above average ability through skill performance and written assignments.
2. Applies knowledge of beginning nursing principles to practice.
3. Less than average amount of guidance required.

4.0 = 1. High level of ability demonstrated through skill performance and written assignments.
2. Transfers scientific principles to nursing practice.
3. Accurately evaluates own ability.
4. Continuously strives to perfect skills and increase knowledge according to self-evaluation.
5. Required minimum amount of guidance.

NURSING FUNDAMENTALS NUR:101

FINAL STUDENT - CLINICAL PERFORMANCE EVALUATION

NAME ______________________

COURSE COMPLETED ____________

DATE ______________________

CLINICAL ABSENCES ________________

CLINICAL TARDIES ________________

CLINICAL GRADE ________________

BEHAVIORS EVALUATED	UNSATISFACTORY		SATISFACTORY		
	0	1.0	2.0	3.0	4.0
Assessment					
1. Demonstrates through written assignments ability to collect data in a systematic way.					
2. Determines the need for assistance with Common Daily Needs through purposeful and accurate observations (includes written assignments.)					
3. Can identify a patients specific problem according to assistance needed in meeting Common Daily Needs. (includes written assignments)					
4. Demonstrates recognition of psychosocial components through written assignments as designated. (communication: verbal and nonverbal; therapeutic and nontherapeutic; stated thought and feeling tone.)					
Analysis					
1. Demonstrates ability to analyze collected data to determine need for assistance with Common Daily Needs.					
2. Demonstrates through written assignments the ability to analyze collected assessment data and identify the specific problems affecting the patient at the beginning level					

BEHAVIORS EVALUATED	UNSATISFACTORY		SATISFACTORY			
	0	1.0	2.0	3.0	4.0	
Planning						
1. Selects skills to be demonstrated in the clinical lab only after sufficient practice and demonstration of capability in the campus lab.						
2. Demonstrates ability to develop individualized patient care plans according to the problem identified at the beginning level.						
3. Organizes assignments in accordance with division routine and patient care priorities.						
Intervention						
1. Performs procedures without violating associated basic principles.						
2. Demonstrates through written assignments knowledge of nursing theory associated with planned interventions at the beginning level.						
3. Has written information about drug use, average dose, side effects and nursing implications before administering medications.						
4. Calculates drug dosages accurately and administers medications safely.						
5. Verbally communicates observations to charge nurse, Team leader, appropriate team member and instructor						
6. Records accurately and concisely according to agency guidelines.						
7. Completes clinical assignments within allotted time.						

BEHAVIORS EVALUATED	UNSATISFACTORY		SATISFACTORY			
	0	1.0	2.0	3.0	4.0	
Evaluation						
1. Determines the patient's response to medications, treatments, and nursing care at the beginning level.						
Professional Conduct						
1. Dresses and behaves in a professional manner.						
2. Is present for clinical sessions and on time.						

STUDENT COMMENTS:
(Include student identification of strengths and weaknesses)

INSTRUCTOR COMMENTS:

Students Signature ____________________

Instructors Signature ____________________

Date ____________________

STUDENT'S NAME ____________

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT
NUR:103 - Maternal/Newborn

CLINICAL GRADE: __________ AREA: ______

DATES OF EXPERIENCE: ______________

CLINICAL ABSENCES: _____ TARDY ___

POSITIVE POINTS: (When self evaluating, use as a basis for evaluation the criteria in your clinical objective book)

THINGS I NEED TO WORK ON:

INSTRUCTOR COMMENTS:

STUDENT SIGNATURE ________________________

DATE ________________________________

INSTRUCTOR SIGNATURE ______________________

DATE ________________________________

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

NUR:104 NURSING OF ADULTS AND CHILDREN I

STUDENT COMMENTS:

CLINICAL GRADE ____

THEORY GRADE ______

CLINICAL ABSENCES _____ TARDIES __

THEORY ABSENCES ______ TARDIES __

MY STRENGTHS OR POSITIVE POINTS:

THINGS I NEED TO WORK ON:

INSTRUCTOR COMMENTS:

STUDENT NAME ________________

INSTRUCTOR NAME ____________

DATE ________________________

Revised Spring, 1982
Revised Spring, 1984

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK

DEPARTMENT OF NURSING

CLINICAL EVALUATION SUMMARY

STUDENT COMMENTS:

CLINICAL GRADE ______________

CLINICAL ABSENCES ______ TARDY ____

POSITIVE POINTS:

THINGS I NEED TO WORK ON:

INSTRUCTOR COMMENTS:

STUDENT NAME ______________________

INSTRUCTOR NAME ____________________

DATE ______________________________

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT
4TH SEMESTER

STUDENT'S NAME____________________

DATES OF ROTATION____________________

NUR212 NURSING XII

FINAL CLINICAL EVALUATION SHEET FOR THE EMERGENCY ROOM-INTENSIVE CARE - MEDICATION EXPERIENCE

I. Identify a minimum of FOUR strengths and a minimum of two weaknesses related to self as a care giver in an acute medical-surgical setting:

INSTRUCTOR'S COMMENTS AND SIGNATURE

II. A. The student provided safe nursing care based upon objectives in prior nursing levels while in the emergency room and intensive care unit.

B. The student utilized the nursing process in solving problems related to nursing of patients while in the emergency room and intensive care unit.

C. The student met the required clinical objectives which were available in the emergency room and intensive care unit within the minimal level of expectation.

III. A. The student accurately and safely administered medications to about twenty adult patients on two evening shifts for a period of two weeks.

B. The student utilized appropriate nursing measures when administering medications to the assigned patients.

C. The student met the required clinical objectives which were available in a safe manner.

IV. Additional comments by student or instructor:

Dates of absences, if any ______________________________

When the above objectives are signed by the clinical instructor, this indicates that the student has achieved the objective at least at a minimally satisfactory level. All objectives must be signed in order to achieve a grade of satisfactory in the clinical area and to pass each course.
The above student has satisfactorily achieved each of the above clinical objectives based upon evidence indicated in the clinical objective book which was signed by the instructor in each area.

____
Student's Signature and Date

____
Instructor's Signature and Date

____
Instructor's Signature and Date

1/80 Revised RAL/CV:ft
10/80 Revised RAL:ral

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT
4th SEMESTER
NURSING XIII

STUDENT'S NAME ____________________

DATE OF ROTATION ____________________

FINAL CLINICAL EVALUATION SHEET FOR THE PEDIATRIC MEDICAL-SURGICAL EXPERIENCE
(at St. Louis Children's Hospital)

1. Identify a minimum of three strengths and a minimum of three weaknesses related to self:

   A. as a care giver

   B. as a new graduate

INSTRUCTOR'S COMMENTS AND SIGNATURE

2. A. The student provided safe nursing care based upon objectives in prior nursing levels while assigned to St. Louis Children's Hospital.

B. The student utilized the nursing process in solving problems related to nursing care of children while assigned to St. Louis Children's Hospital.

C. Met the required clinical objectives which were available at St. Louis Children's Hospital within the minimal level of expectation.

3. Additional comments by student or instructor:

Dates of absences, if any ______________________________

When the above objectives are signed by the clinical instructor, this indicates that the student has achieved the objective at least at a minimally satisfactory level. All objectives must be signed in order to achieve a grade of satisfactory in the clinical area and to pass each course.
The above student has satisfactorily achieved each of the above clinical objectives based upon evidence indicated in the clinical objective book which was signed by the instructor in each area.

____
Student's Signature and Date

____
Instructor's Signature and Date

1/80 Revised RAL/CV:ft
6/80 Revised RAL/ft
1/82 Revised RAL/MM:jb
9/28 Revised MM

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT
4th SEMESTER
NUR:214 NURSING XIV

STUDENT'S NAME ____________________

DATE OF ROTATION ____________________

FINAL CLINICAL EVALUATION SHEET FOR THE ADULT MEDICAL-SURGICAL EXPERIENCE (JOHN COCHRAN VETERAN'S HOSPITAL)

I. Identify a minimum of three strengths and a minimum of three weaknesses related to self:

A. as a team leader (or medication nurse):

B. as a care giver:

C. as a new graduate nurse:

INSTRUCTOR'S COMMENTS AND SIGNATURE

II. A. The student provided safe nursing care based upon objectives in prior nursing levels while assigned to John Cochran Veteran's Administration Hospital.

B. The student utilized the nursing process in solving problems related to nursing care of patients while assigned to John Cochran Veteran's Administration Hospital.

C. The student met the required clinical objectives which were available at John Cochran Veteran's Administration Hospital within the minimal level of expectation.

II. Additional comments by student or instructor:

Dates of absences, if any ______________________________

When the above objectives are signed by the clinical instructor, this indicates that the student has achieved the objective at least at a minimally satisfactory level. All objectives must be signed in order to achieve a grade of satisfactory in the clinical area and to pass each course.
The above student has satisfactorily achieved each of the above clinical objectives based upon evidence indicated in the clinical objective book which was signed by the instructor in each area.

____
Student's Signature and Date

____
Instructor's Signature and Date

1/82 PMD

1/80 Revised RAL/CV:ft
8/80 Revised RAL:ft
1/84 Reviewed PH

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

NUR:101 Fundamentals of Nursing

MULTIPLE CHOICE:

1. If the position of a patient in bed is not changed frequently, he is most likely to develop:

   A. a skin infection.
   B. fixation of the joints and decubitis ulcers.
   C. toughening of the skin and paralysis.
   D. an infection of the bones.

2. One of the best ways of determining whether a patient has good posture while lying in bed is to:

   A. check to see if he is breathing properly.
   B. ask him if he is comfortable.
   C. imagine him in a vertical or standing position with the same posture.
   D. ask a member of his family if he is accustomed to lying in that position.

MULTI-OPTION MULTIPLE CHOICE:

3. Poor posture can result in:

   A. 1 only
   B. 1 and 2
   C. 2 and 3
   D. All except 2
   E. All of these

   1. displacement and cramping of internal organs
   2. increased fatigue
   3. msucle strain
   4. fixation of joints
   5. a slovenly appearance

4. Processes involved when the body produces heat are:

   A. 1, 2, and 3.
   B. 1, 3, and 4.
   C. 2 and 3
   D. 1. 4, and 5.
   E. 5 only

   1. shivering
   2. conduction
   3. vaporization
   4. exercise
   5. increased metabolic rate

5. Heat can be lost from the body by:

   A. 1 and 2
   B. 2 and 3
   C. 1, 2, and 3
   D. 2, 3, and 4

   1. radiation
   2. evaporation
   3. conduction
   4. air currents

6. Give 3 principles of body mechanics you use when you tighten a draw sheet. Answer include any 3 of these:

Bend from the knees, keep back straight, face direction of work, maintain wide base of support, work close to surface.

Match Column II with Column I

Column I	Column II
____ Occupational therapist	A. Health team
____ Radiologist	B. Nursing team
____ Team Leader	
____ Charge nurse	
____ Dietitian	

I . Objective type examinations

A. Read the general directions with particular care

1. The slightest misunderstanding may mean the difference between a good grade and a poor grade.

2. Often the first answer that occurs to you is more likely to be the correct answer. If the directions say that there is only one correct answer to each question, you will suffer if you put down two. Usually, both will be erased and you will receive no credit even though one may have been correct.

B. Attempt every question, but do not spend too much time on any one.

1. Students often check those questions that they cannot answer immediately and return to them later after they have answered all the questions they can in the first reading.

2. Close attention should be given to phrasing of questions especially in regard to such words as least, one, greatest, chief, best, and most -- this applies equally as well to the essay type examination.

3. If in reading the question, the correct answer does not come to you from the alternatives presented, sometimes you can narrow down the choices by eliminating those which are obviously wrong.

4. If, in answering a true-false type question, you change it from negative to positive or vice versa, you may be able to evaluate the statement more easily.

5. When you have finished all the question, do not change your answers unless you are quite certain your original answer was wrong. Studies of examination papers show that students more frequently change from right to wrong answers than the reverse.

II. Test wise

A. General principles

1. Read questions on test carefully.

2. Leave nothing blank.

3. More points: more effort.

4. Watch the time.

B. True and false tests

1. Read each statement, marking the ones you're certain about.

2. Then go back again, marking the ones you now know.

3. Mark all the ones you don't know - false, because chances are if you haven't learned them, they're not true.

C. Multiple choice tests

1. There are usually four choices; don't pick the first one. Read all of the choices.

2. Mark the ones you're certain about first.

3. Then go back to the ones you're not certain about.

    a. Eliminate the one or two choices you know couldn't possible be correct.
    b. Then, at least you have a 50-50 chance of getting the correct answer.

D. Matching tests

1. Check off each answer after you've used it.

2. Don't mark off the answers so that you cannot read the number, in case you've made a mistake.

E. Completion or fill-in-the-blank

1. Write in something.

2. You must know the facts here.

Revised: Fall 1983

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

NUR:212 NURSING XII
SAMPLE TEST ITEMS

NAME ______________________________

DATE ______________________________

1. Dr. Brain tells the patient Sara Brum, she has periocular ecchymosis.
12B3 You explain that this means:

   A. edema or swelling of the face about the eye
   B. swelling of the optic nerve head often called choked disc
   C. bleeding into the tissue beneath the skin around the eye
   D. bleeding in the cranial vault on the side opposite the injury

2. The most appropriate nursing intervention for a patient with a head
12B4 injury who is in shock is to:

   A. elevate the head of the bed and place lower extremeties on two pillows
   B. increase the flow of the intravenous fluids sufficiently to increase the blood pressure
   C. maintain the patient in a supine position unless otherwise ordered
   D. place the patient in Trendelenburg position and do not increase the intravenous flow rate

3. A combination of meperidine, promethazine, and chorpromazine, called
12B9 the "lytic cocktail," is frequently used in conjunction with the
hypotermia machine to control body temperature. Promethazine (Phenergan).

   A. Decreases muscle tone associated with shivering and depresses the hypothalamus
   B. Increases smooth muscle relaxation and produces a sedative effect
   C. Decreases laryngeal spasms and dilates coronary and peripheral blood vessels
   D. Blocks parasympathetic activity resulting in decreased secretions and motility of the digestive tract

4. An unidentified patient is brought into the emergency room with severe
13A1 multiple trauma. Identify the order of priority in assessing and
intervening, if necessary, for this patient:

   A. 2, 3, 4, 5, 1
   B. 3, 5, 1, 4, 2
   C. 4, 2, 1, 5, 3
   D. 3, 4, 2, 1, 5
   E. 2, 3, 1, 5, 4

   1. anscultate for presence of bowel sounds
   2. assess extent of neurological damage
   3. assure adequate ventilatory exchange
   4. note and control hemorrhage or shock
   5. evaluate for fractures

5. (A) Acute respiratory failure in the adult occurs when the arterial
13A5 oxygen tension is above 75 mm. Hg. and/or the arterial carbon dioxide tension (pCO_2) is less than 45 mm. Hg whereas (B) respiratory arrest is a sudden and unexpected cessation of respiration precluding effective ventilation:

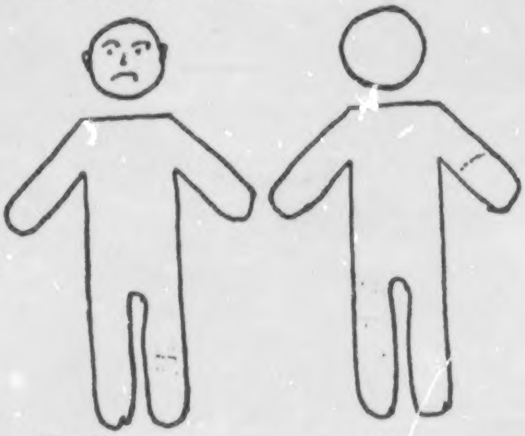
A. Both A and B are true
B. Both A and B are false
C. A is true, B is false
D. A is false, B is true

6. When performing titration in a patient with septic shock it is important
13A8 that the nurse:

A. regulate the flow of intravenous fluids in relation to the hourly renal output
B. replace a comparable amount of fluids as lost from the body the previous hour
C. regulate the flow of intravenous fluids in relation to central venous pressure readings
D. replace an amount of fluids estimated on the basis of total volume deficit

7. Mr. Baldy's burns are indicated by the shaded areas on the drawing. Using
13A16 the Rule of NINES, the estimated percentage of burned area is:

A. 21½
B. 24½
C. 27
D. 31½
E. 36



8. Which of the following mechanisms account for the decreased urinary output
13A19 which occurs in the shock stage (first 48 hours) with burns:

A. Fluid shift into the intravascular compartment decreases renal blood flow
B. Hemolysis of red blood cells with subsequent rupture and hemoglobin uria
C. Loss of sodium in trapped edema fluid and in burn exudate
D. Shift in potassium from the Extravascular Spaces into the intracellular compartment

9. In planning discharge teaching for Mrs T. Burculo, a patient with
14A8 pulmonary tuberculosis she needs to know that:

A. medications will need to be taken for the remainder of her life
B. coughing up of blood may occur at infrequent intervals
C. medications should be taken on a regular basis
D. the disease is transmissible for up to a year with chemotherapy

10. Which of the following community resources would provide educational
14A3 information about diabetes to the parents of a deaf diabetic child:

A. Easter Seal Society
B. Missouri School for the Deaf
C. Central Institute for the Deaf
D. St. Louis Diabetic Association

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

NUR:213
NURSING 13
Mrs Manary

NAME ______________________________

DATE ______________________________

I. Which of the following are symptoms of Idiopathic Respiratory
,8 Distress Syndrome:

A. 1, 2, 3	1. Tachypnea
B. 3, 4, 5	2. Grunting
C. 1, 2, 3, 4	3. Bradycardia
D. 1, 2, 4, 5	4. Hypotension
E. 2, 3, 5, 5	5. Hypothermia

II. 1. Play is the "work" of the child:
,4 2. Play is theraputic for hospitalized children.

A. 1 is true, 2 is false
B. 1 is false, 2 is true
C. Both are true
D. Both are false

III. Diahrrea is often complicated by:
B, 14

A. 1, 2, 3, 4	1. dehydration
B. 1, 3, 4, 5	2. hyperkalemia
C. 1, 3, 4	3. hypotension
D. 1, 3, 5	4. metapolic acidosis
E. 2, 3, 4	5. metabolic alkalosis

IV. Febrile Siezures occur most commonly in which age group:
13B, 15

A. 3 mo - 6 mo
B. 6 mo - 2 yrs
C. 3 yrs - 5 yrs
D. 5 yrs - 7 yrs

V. Which of the following drugs chelate soft metals (Lead)
13B, 21

A. 1, 2	1. BAL
B. 2, 3	2. Penacillamine
C. 1, 3	3. EDTA
D. 2, 4	4 Iron
E. 3, 4	

VI. Which of the following are behaviors not expected from the graduate nurse:
2A, 2-4

A. Ask questions
B. Need for guidence
C. Perform technical skills without assistance
D. Have definate long term career goals

VII. Ethics and Law always agree:
12A, 19-23

A. True
B. False

VIII. 1. Quality patient care depends more on the type of nurse than the type of delivery system: 2. Team leading allows for development of theraputic relationships between nurse and patient.
12A, 10

A. 1 is true, 2 is false
B 1 is false, 2 is true
C. Both are true
D. Both are false

IX. Florence Nightingale:
12A, 1-4

A. 1, 2, 3
B. 1, 3, 4
C. 2, 3, 4
D. 1, 2, 4
E. All of the above

1. Brought 17th Century Nursing out of the dark ages
2. Advocated education rather than training for Nurses
3. Believed in objective tools for the evaluation of nursing students such as tests
4. Emphasized cleanliness

X.

What is the purpose of a nursing audit?

____

____

____

____

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
NURSING DEPARTMENT

NUR:214

MULTIPLE - MULTIPLE CHOICE:

1. The systems in the body which help maintain a balance of PH are:

    1. Alkaline
    2. Buffer
    3. Respiratory
    4. Urinary

    A. 1 and 3
    B. 1, 2, and 3
    C. 2 and 4
    D. 2, 3, and 4

2. The crash cart should always be kept well equipped. From the following list, select which are kept on the cart - at John Cochran 5 South:

    1. Ca Gluconate
    2. Solu-Cortef
    3. Lidocaine
    4. Na Bicarbonate
    5. Levophed
    6. Aminophylline

    A. 1, 2, 5
    B. 1, 2, 4, 5, 6
    C. 2, 3, 4, 5, 6
    D. 4, 5, 6
    E. All of the above

3. What are the most immediate needs of a patient when a Cardiac Arrest occurs?

    1. Establishment of patent airway
    2. Breathing
    3. Catherization (foley)
    4. EKG and evaluation
    5. Drugs

    A. 1, 2, and 3
    B. 1, 2, 4, and 5
    C. 2, 3, and 4
    D. 1, 2, and 5
    E. None of the above

4. In administering a unit of whole blood you would:

    1. Take patients temperature prior to infusion
    2. Check chart for recent type and crossmatch
    3. Observe patient for 15-20 minutes for reaction
    4. Check blood with nurse's aide

    A. 1, 3, and 4
    B. 1, 2, and 3
    C. 2, and 4
    D. 1, 2, and 3
    E. All of the above

MULTIPLE CHOICE

5. Which of the following Baro-receptors is most highly sensitive to changes in the blood pressure?

    A. Aortic Arch
    B. Carotid Sinus
    C. Right Atria
    D. Ventricles

6. Which electrolyte assists the most in maintaining normal activity of Cardiac muscle?

   A. Magnesium
   B. Potassium
   C. Sodium
   D. Sodium Bicarbonate

7. What is the purpose of a Central Venous Catheter measurement?

   A. Provides an index of right atrial filling pressure.
   B. Gives a precise method of measuring fluid intake.
   C. Is an accurate index of pulmonary filling pressure.
   D. Indicates positive fluid balance.

8. The inspiratory and expiratory centers are located in the:

   A. Cerebellum
   B. Hypothalmus
   C. Medulla
   D. Thalmus

9. The primary purpose of oxygen administration:

   A. Bring pulmonary oxygen levels to 80-100 mm/Hg.
   B. Eliminate the compensatory mechanism to hypocarbia.
   C. Maintain an arterial blood pH of 7.35 - 7.45.
   D. Prevent erythrogytosis

MATCHING

10. Alkalyzing Agent

   A. Sodium Bicarbonate
   B. Calcium Gluceptate
   C. Digoxin
   D. Adrenalin
   E. Isuprel

APPENDIX G

NEW CURRICULUM THREADS AND OBJECTIVES

CURRICULUM THREADS AND OBJECTIVES

SEMESTER I	SEMESTER II
COMMUNICATIONS	
Demonstrate, at a beginning level, the knowledge and application of communication skills that are necessary for the development of a therapeutic nurse-patient relationship.	Utilize the knowledge and skills communication to develop a threapeutic nurse patient/family relationship.
	Demonstrate ability to communicate effectively with the health care team in the on-going process of providing care to the patient/family.
	Discuss with a mother who delivered vaginally her feelings and reactions.
	Discuss with a cesarean mother her feelings and reactions.
	Talk with a mother rooming-in.
	Talk with father regarding his experiences with pregnancy, labor and delivery.

CURRICULUM THREADS AND OBJECTIVES

COMMUNICATIONS

SEMESTER III

Apply skills that foster effective communication throughout the life cycle and/or nursing process.

Utilize appropriate techniques of communication with peers, staff and instructors.

Describe the relationship between the legal and civil rights of clients, significant others and humanistic nursing practice.

Administer nursing care according to agency policy.

Interpret the Missouri Nurse Practice Act.

Identify legal issues related of and protection against malpractice.

Discuss interpretation of the ANA Code for Nurses.

Recognize how national organizations such as American Nurses' Association and National League for Nursing influence health care including health legislation.

Develop insight into one's own behavior and that of another's and recognize that the behavior of each affects the other.

Demonstrate awareness of the relevance of sociocultural factors and how they influence one's value system.

Demonstrate awareness of one's technical competencies and areas of weakness; maintain areas of mastery while utilizing appropriate channels/ sources to improve performance.

Identify educational avenues for career development.

SEMESTER IV

Utilize therapeutic communication techniques.

Utilize appropriate channels of communication within a clinical agency.

Record and report pertinent objective information for each assigned patient.

Demonstrate effective verbal and non-verbal communication abilities when working with patients, their significant others, agency personnel and peers.

Administer nursing care within the nursing profession's legal and ethical boundaries.

Administer care within the legal and ethical boundaries of nursing practice guidelines in the state of Missouri and specific to policies of the health care agency.

Follows clinical agency policies regarding assignments of staff and actions of self.

Integrate learnings from different sources in evaluating self during the transition from student to graduate role.

Utilize principles of organization and management in the transition to a beginning staff nurse role with responsibility for the nursing care of groups of patients.

Experience role transition to beginning staff nurse through active participation that is guided by an instructor and agency nursing staff.

Document self-evaluation of the experiences in the role of beginning staff nurse and develops goals and evaluates how these goals were met or not met.

SEMESTER III

COMMUNICATIONS

Recognize the importance of maintaining current knowledge and skills in nursing.

Discuss the issue of mandatory continuing education.

Correlate advances in nursing in the U.S. with significant periods in history.

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CURRICULUM THREADS AND OBJECTIVES

INDEPENDENT AND INTERDEPENDENT MODALITIES

SEMESTER I

Identify the basic needs of man as stated in the program philosophy.

Utilize the nursing process to meet the basic needs of the patient when providing nursing care.

Utilize the concepts related to the needs of mobility, safety, comfort, nutrition, and elimination in providing nursing care.

Promote a safe environment for individuals by observing and correcting chemical, mechanical, thermal, psychological, and microbal safety factors.

Administer medications by intramuscular, oral, sublingual and topical routes for selected patients with knowledge of dosage, action, and side effects.

Utilize scientific principles as they apply to the practice of listed nursing skills.

Demonstrate knowledge and application of body mechanics principles as they apply to selected nursing skills.

Demonstrate proper technique to prevent and control the spread of pathogens.

Practice, self evaluate and acquire skills related to the need of mobility, safety, comfort, nutrition and elimination.

SEMESTER II

Demonstrate knowledge of basic principles of medical and surgical asepsis in the performance of technical skills.

Demonstrate, at a beginning level, the ability to carry out independent and interdependent nursing interventions in caring for the patient/family.

Practice, self-evaluate, and acquire skill in selected aspects of nursing care as determined by concurrent course content.

Apply pharmacological knowledge throughout the Nursing Process.

Include nutritional needs in the Nursing Process.

Observe personnel in the Operating Room, Recovery Room, and Physical Therapy and relate their functions to patient care.

Utilize safety as a component of all nursing actions.

Utilize the nursing process when caring for patients with alterations due to surgery, limited motion, fluid and electrolyte imbalances, and altered body defenses.

Demonstrate and/or list a minimum of five specific actions a nurse could take to assist a mother during labor to minimize fear, pain, and discomfort (e.g., warm towel to lower back).

Observe mothers during third and early fourth stages of labor. List nursing measures. Assist with care of new mother. (List parents' reactions to infant).

CURRICULUM THREADS AND OBJECTIVES

INDEPENDENT AND INTERDEPENDENT MODALITIES

SEMESTER I

Practice and acquire skills in safe administration of medication.

Record information using critical requirements for charting selected skills.

Skills performed in the college laboratory and/or clinical laboratory are as follows:

Use adequate handwashing techniques.

Obtain and record vital signs.

Recognize and report deviations from normal in vital signs.

Organize patient care.

Provide for basic hygiene comfort and safety needs.

Demonstrate proper body mechanics.

Position patient appropriately.

Administer oral, subcutaneous, and intramuscular medications.

Apply principles of medical asepsis.

Prevent spread of micro-organisms.

Change a sterile dressing.

Provide appropriate nursing intervention for inflammatory reaction.

Application of heat or cold.

Administer enema.

Measure intake and output.

Provide range of motion exercises.

Insert rectal suppository.

Perform urinary catheterization.

SEMESTER II

Care for patient in recovery.

CURRICULUM THREADS AND OBJECTIVES (cont.)

SEMESTER I	SEMESTER II

INDEPENDENT AND INTERDEPENDENT MODALITIES

Irrigate urinary bladder and/or catheter.

Collect urine specimen.

Test for urine glucose and acetone.

Feed a selected patient.

Perform admission and discharge procedure.

Make bed (occupied/unoccupied).

Utilize surgical asepsis when appropriate.

Utilize protective restraints.

Maintain patients' proper body alignment in an out of bed and during transfer.

CURRICULUM THREADS AND OBJECTIVES

INDEPENDENT AND INTERDEPENDENT MODALITIES

SEMESTER III

Assess clients with disturbed coping patterns and plan appropriate nursing interventions.

Identify the indications, contraindications and major considerations in the use of biological and somatic therapies.

Utilize safety measures and alleviate potential hazards in the environment of the emotionally or physically-stressed persons.

Identify principles, explain rationale, select appropriate equipment and, within limitations of a time period, safely perform the following in the college laboratory and/or in clinical laboratory when opportunity arises:

Prepare and administer intravenous fluids adding medication when prescribed.

Prepare and administer subcutaneous fluids.

Prepare blood transfusions.

Read central venous pressure.

Administer and maintain central line infusions including T.P.N.

Care for tubes used in gastrointestinal disorders.

Care for tubes used in genitourinary disorders.

Perform ostomy care.

Test stool for guaiac.

SEMESTER IV

Implement the nursing process when assigned to provide nursing care for groups of patients.

Utilize concepts derived from physical, biological, behaviorable, social and nursing sciences when implementing the nursing process with assigned groups of patients.

Utilize the nursing process and management theory in solving patient care problems.

Implement preventive, therapeutic and palliative measures for patients with potential or acute peripheral vascular disorders.

Apply medical and surgical asepsis theory while carrying out nursing care.

Assess the nutritional status of patients including fluid and electrolyte balance.

Implement preventive, therapeutic, and palliative measures related to the oxygen acquisition and delivery needs of patients.

Utilize knowledge of pharmacologic agents prescribed for frequently occurring conditions found in adults of various ages.

Intervene effectively in crisis situations.

Utilize theory related to body mechanics and alignment to move, position, and ambulate patients with safety and comfort.

Implement measures that facilitate removal of metabolic by-products from the body.

CURRICULUM THREADS AND OBJECTIVES

INDEPENDENT AND INTERDEPENDENT MODALITIES

SEMESTER III	SEMESTER IV
Collect and send specimens to the laboratory. Administer insulin. Perform CPR with one and two rescuers. Perform tracheostomy care.	Implement preventive, therapeutic, and palliative measures for patients with acute or chronic disorders of the nervous system.

CURRICULUM THREADS AND DEVELOPMENT

GROWTH AND DEVELOPMENT

SEMESTER I

Utilize knowledge of normal emotional and physical growth and development in caring for the elderly.

SEMESTER II

Recall developmental tasks according to Erikson and needs according to Maslow.

Gain knowledge and understanding of the normal and non-normal variations of the reproductive cycle and the neonatal period.

Apply knowledge of normal growth and development concepts in caring for the patient/family utilizing the nursing process.

Discuss stressors of hospitalization upon various age groups and ways of reducing this stress.

List appropriate play activities for hospitalized child.

Observe mother-baby interactions. Ident Identify positive and/or negative signs of bonding.

Observe father-baby interaction. Identify a minimum of five (5) signs of engrossment.

Care for babies in newborn nursery. Identify as many newborn characteristics as possible. Complete and turn in Newborn Assessment Paper.

SEMESTER III

Identify the principles of growth and development and their influences on the individual's ability to adapt to stress.

Identify and implement nursing interventions that assist the individual to achieve developmental tasks and progress through a hierarchy of needs.

SEMESTER IV

Demonstrate knowledge of growth and development concepts when administering nursing care to adults of various ages on a medical or surgical unit.

Apply knowledge of growth and development in working with others and assessing patients and planning and providing care to groups of patients.

CURRICULUM THREADS AND OBJECTIVES

SELF-DEVELOPMENT

SEMESTER I	SEMESTER II
Demonstrate increasing awareness of self as an individual and as a nurse through self evaluation in terms of personal growth and learning experiences.	Identify strengths and limitations in meeting nursing needs of the patient/family and seek assistance appropriately.
	Identify strenghts and limitations in being able to meet nursing needs of the individual with alterations due to surgery, limited motions, fluid and electrolyte imbalances, and altered body defenses and seek assistance appropriately.
	Evaluate self periodically and realistically in relation to personal growth and learning experiences.
	Share experiences in clinical laboratory.
	Demonstrate accountability for own behavior.

* * * * *

CURRICULUM THREADS AND DEVELOPMENT

SELF-DEVELOPMENT
(cont.)

SEMESTER III

Develop insight into one's own behavior and that of another's and recognize that the behavior of each affects the other.

Demonstrate awareness of the relevance of sociocultural factors and how they influence one's value system.

Demonstrate awareness of one's technical competencies and areas of weakness; maintain areas of mastery while utilizing appropriate channels/sources to improve performance.

Identify educational avenues for career development.

Recognize the importance of maintaining current knowledge and skills in nursing.

Discuss the issue of mandatory continuing education.

Correlate advances in nursing in the U.S. with significant periods of history.

SEMESTER IV

Integrate learnings from different sources in evaluating self during the transition from student to graduate role.

Utilize principles of organization and management in the transition to a beginning staff nurse role with responsibility for the nrusing care of groups of patients.

Experience role transition to beginning staff nurse through active participation that is guided by an instructor and agency nursing staff.

Document self-evaluation of the experiences in the role of beginning staff nurse and develops goals and evaluates how these goals were met or not met.

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CURRICULUM THREADS AND OBJECTIVES

HEALTH TEACHING

SEMESTER I

Identify, at the beginning level, teaching-learning principles related to meeting the basic needs of patients.

SEMESTER II

Discuss principles of the health teaching-learning process.

Demonstrate the knowledge and application of teaching skills in meeting the needs of the patient.

Utilize knowledge of the principles of health teaching in meeting the health education needs of the patient/family.

Give information and support to decrease stress of the patients undergoing tests and treatments.

Teach surgical patients pertinent interventions and rationale of pre- and post-operative care.

Teach or coach patient to change breathing pattern during labor.

SEMESTER III

Teach measures of crisis theory and preventive medicine to patients and families that prevent illness and maintain health.

Locate and give information regarding resources to assist the emotionally and physically distressed person and his family.

SEMESTER IV

Adapt health teaching to culture and level of knowledge and resources of patients and their significant others. others.

Recognize patient's needs for health teaching and participate in teaching.

* * * * *

CURRICULUM THREADS AND OBJECTIVES

LEGAL AND ETHICAL ASPECTS OF NURSING

SEMESTER I

Identify the ethical and legal role of the nurse as health care provider.

SEMESTER II

Identify the ethical and legal role of the nurse as health care provider and provide care accordingly.

Perform care according to agency policies.

Learn and apply knowledge of legal as aspects of care as related to maternal newborn nursing.

Observe a newborn admission to nursery. List legal implications and nursing responsibilities.

SEMESTER III

Describe the relationship between the legal and civil rights of clients, significant others and humanistic nursing practice.

Administer nursing care according to agency policy.

Interpret the Missouri Nurse Practice Act.

Identify legal issues related to maintenance of patient safety.

Explain the elements of and proctection against malpractice.

Discuss interpretation of the ANA Code for Nurses.

Recognize how national organizations such as American Nurses' Association and National League for Nursing influence health care including health legislation.

SEMESTER IV

Administer nursing care within the nursing profession's legal and ethical boundaries.

Administer care within the legal and ethical boundaries of nursing practice guidelines in the state of Missouri and specific to policies of the health care agency.

Follows clinical agency policies regarding assignments of staff and actions of self.

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APPENDIX H

INSTRUCTIONAL RESOURCES BUDGET AND MATERIALS EXPENDITURES

INSTRUCTIONAL RESOURCES BUDGET

	1980-81	1981-82	1982-83	1983-84
OFFSET DUPLICATING				
Salaries	33,525	32,567	42,048	45,640
Operating Expenses	32,224	40,145	48,000	47,000
TOTAL	65,749	72,712	90,048	92,640
IR ADMINISTRATION				
Salaries	46,905	50,204	54,207	56,756
Operating Expenses	550	550	1,500	900
TOTAL	47,455	50,754	55,707	57,656
PT FACULTY	13,941	22,111	24,408	24,011
LIBRARY				
Salaries	154,959	172,074	193,296	203,036
Operating Expenses	67,034	78,272	90,750	104,250
TOTAL	221,993	250,346	284,046	307,286
ITV				
Salaries	108,281	115,070	116,645	121,772
Operating Expenses	18,270	19,380	20,500	21,500
TOTAL	126,551	134,450	137,145	143,272
MEDIA SERVICES				
Salaries	[illegible]168	159,424	171,565	180,428
Operating Expenses	[illegible],736	33,217	38,100	42,425
TOTAL	164,904	192,641	209,665	222,853
TOTAL IR SALARIES	489,779	551,450	602,169	631,643
TOTAL IR OPERATING EXPENSES	150,814	171,564	198,850	216,075
TOTAL IR BUDGET	640,593	723,014	801,019	847,718

IR MATERIALS EXPENDITURES FOR LAST FOUR YEARS

	1980-81	1981-82	1982-83	1983-84*
Books	38,917	42,428	55,427	61,735
Standing Order	11,396	16,159	13,006	14,093
Periodicals	11,043	12,771	14,470	14,010
Microfilm	3,574	3,488	3,704	9,927
Non-print Media (records, filmstrips, tapes, etc.)	8,994	9,588	12,197	13,000
TOTAL	73,924	84,434	98,804	112,765

*Estimated

APPENDIX I

CLINICAL FACILITIES

CLINICAL FACILITIES

NAME/ADDRESS OF FACILITY	TYPE OF INSTITUTION	CLINICAL AREA USED AND BED CAPACITY	NO. OF STUDENTS IN IN CLINICAL AREA AT ONE TIME	DISTANCE FROM COLLEGE	OTHER SCHOOLS USING UNIT AT SAME TIME
ALEXIAN BROTHERS HOSPITAL 3933 South Boradway St. Louis, MO 63118	Acute General Hospital	3-41 -15	8-9	9 miles	None
		4-45	10		
		5-45	10		
		6-27	5		
BARNES HOSPITAL Barnes Hospital Plaza St. Louis, MO 63110	Acute General Hospital	11100-25	8	2 miles	None
		13100-25	8		
		4500-27	8		
		7300-28	8		
BETHESDA DILLOWRTH MEMORIAL HOME 9645 Big Bend Blvd. St. Louis, MO 63122	Continued Care Facility	1 E.W. 54	8-9	10 miles	None
		2 W.K. 57	8-9		
CENTRAL MEDICAL CENTER 4411 North Newstead St. Louis, MO 63115	Acute General Hospital	1 North 40	10-12 days Th. F.	4 miles	None
		1 West 40			
		2 North 40	10-12 eves. Th.		
DEACONESS MANOR 6220 Oakland Avenue St. Louis, MO 63110	Continued Care Facility	Third 36	8-9	1 mile	None
		Fourth 36	8-9		
JEWISH HOSPITAL OF ST. LOUIS 216 South Kingshighway St. Louis, MO 63110	Acute General Hospital	Postpart. 28	6/day Th./F.	2 miles	None
		Bassinets 44	6/eve. Th.		
		Labor & Del.	6/day Th./F.		
		160-170/mo.	6/eve. Th.		
MALCOLM BLISS MENTAL HEALTH CENTER 1420 Grattan Street St. Louis, MO 63104	Acute Psychiatric Care	3 North 30	5		
		3 South 30	5	7 miles	None
ST. LOUIS CITY HOSPITAL 1515 Lafayette Ave. St. Louis, MO 63104	Acute General Hospital	Peds.	10	7 miles	None
		2 East 44-50	4		
		3 East 44-50	4		
ST. LOUIS CHILDREN'S HOSPITAL 500 South Kingshighway St. Louis, MO 63110	Acute Care for Children	3C 26	10	2 miles	None
ST. LOUIS VETERAN'S ADMINISTRATION HOSPITAL-John Cochran Division Hospital 915 North Grand Blvd. St. Louis, MO 63106	Acute General Hospital	5S GU and 40 ENT Surg.	10	5 miles	None
		6B Medicine 40	10		

APPENDIX J

EXAMPLE OF AGENCY CONTRACT

SAMPLE NURSING PROGRAM SAMPLE

AGREEMENT

THIS AGREEMENT made this _______ day of ____________, 19__, by and between the ST. LOUIS COMMUNITY COLLEGE, a body corporate and subdivision of the State of Missouri (hereinafter called "Community College") and ____________________ ____ (hereinafter called "Facility").

WITNESSETH

WHEREAS, the Community College and Facility desire to cooperate for the purpose of engaging in a program for the education of nursing students.

WHEREAS, the Community College desires to assign its regular full or part-time nursing students to certain clinical nursing facilities offered in the Facility in order to provide educational opportunities not available in campus facilities.

NOW, THEREFORE, in consideration of the mutual promises hereinafter contained, the parties hereby agree as follows:

I. The Community College agrees:

A. To assume full responsibility for planning and execution of an educational program in nursing, including programming, administration, curriculum content, faculty appointments, faculty administration and the requirements for matriculation, promotion and graduation.

B. To provide qualified instructors for teaching and supervision of students assigned to the Facility for clinical experience.

C. To be responsible for planning the schedule of student assignments and for making all individual assignments and to notify the Facility in advance of its planned schedule of student assignments to clinical areas, including the dates, number of students and instructors and type of experience. This schedule will require approval by the Facility.

D. To withdraw any student from the clinical area when the student is unacceptable for reasons of health, performance or other reasonable causes.

E. To keep all records and reports on students' clinical experience.

F. To provide orientation to the educational program for the Facility staff.

G. To assume responsibility for seeing to it that both students and the instructors comply with all rules and regulations of the Facility insofar as they may pertain to the activities of both while in the Facility.

H. To reimburse the Facility for any loss, damage, or breakage to any equipment caused by students' or instructors' use of said equipment.

I. To require that each student and the Community College faculty instructor, if any, assigned to the Facility has obtained his/her own medical professional liability protection. Such protection shall inure to the Facility to the extent that a claim or loss results from a student acting without direction or not having accurately followed the directives, orders or instructions of the student's supervisor provided by either the Facility or by the Community College.

II. Facility agrees:

A. To make available the clinical areas for student experience, including the necessary equipment and supplies for giving nursing care.

B. To furnish the Community College with a complete set of all rules and regulations in force in the Facility, together with all amendments, deletions, and revisions thereof in order that this information can be disseminated to instructors and students.

C. To provide a room or other facilities for students and instructors to utilize for changing to Facility clothes and to allow the students and instructors, at their own expense, to use the cafeteria or other eating facilities while receiving clinical instruction at the Facility.

D. To provide a conference room or rooms for use by the Community College in conjunction with the laboratory and clinical training and experience.

III. Both parties agree:

A. That under no circumstances is any student or instructor or faculty member to be considered an agent or employee of the Facility, but rather will be considered as a visitor or licensee.

B. To instruct students and instructors on the importance of respecting the confidential nature of all information which may come to them with regard to patients and Facility records while the program is being carried on in the Facility.

The term of this agreement shall be for one year from and after the ______ day of __________ , 19____; provided, however, that this agreement shall be automatically renewed for one-year periods unless cancelled by thirty (30) days' written notice by either party in advance of any annual termination date.

IN WITNESS WHEREOF, the parties hereto have caused this agreement to be exectued on the day and year first above written.

ST. LOUIS COMMUNITY COLLEGE (NAME OF FACILITY)

By: ______________________ By: ______________________

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